

Midland Independent School District

Santa Rita Elementary

2024-2025 Campus Improvement Plan

Accountability Rating: B



Mission Statement

We are an Inclusive, Learner centered, Diverse Campus All about Transforming to a School of Excellence!

Vision

The Santa Rita Family will strive for excellence by putting all students first!

Value Statement

Core Values

Collaboration - Professional Learning Communities - Mutual Respect - Innovation - Growth Mindset - Student Centered Learning & Goal Setting - Resilience - Inclusiveness

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Santa Rita is a Title I elementary school located in the northern area of Midland and currently serves 635 students in grades PK-6th. Santa Rita also serves students with special needs in 2 Life Skills classes. The campus has a full-time Counselor, Speech Therapist, and Educational Diagnostician. A Dyslexia Therapist serves the campus part-time.

Santa Rita is located in Northwest Midland conveniently near the Loop and various apartments, shopping, dining and expanding neighborhoods (D.R. Horton - Quail Run). Percentage of Economically Disadvantaged students has increased within last 10 years from 28% to currently 50% .

Attendance for 2023-24 was 93.08% which is a slight decline from last year at 93.28%.

PK-6th 47% female 53% male Total 635 students with approximately 132 transfer students from around the district.

The ethnicity breakdown has remained consistent:

Hispanic 52%

White 33%

African-American 7%

Other 2%

SPED - 15%

At-risk - 31%

Homeless 1%

60 (9%) Emergent Bilingual students

Special programs include: ESL, SPED, Fine Arts, Pull-Out GT, Opportunity Culture

Average class size is 25, student-to-teacher ratio is 26:1, 150:1 student-to-support staff ratio

Demographics Strengths

Stakeholders include CEIC composed of staff members representing K-6th, 3 parents, and a Community Member.

Midland Bible Church and Texas Roadhouse are Partners in Education, with PTA actively supporting.

All Pro Dads dinner/breakfast are held twice each semester and yield large crowds.

After school activities include Chess Club and Theatre Club (4th-6th grades), Running Club and Right At School as an option for after-school childcare.

Opportunity Culture staffing framework includes 4 MCLS and MTRT (lead teachers) that each support 2-4 teachers/classrooms.

Fourteen teachers received designations within the Teacher Incentive Allotment - 6 Masters, 3 Exemplary, 5 Recognized - ranging in grade levels from Prekindergarten to 5th grade.

Information regarding staff experience include the following:

22.1% Staff with more than 20 years experience

31.4% Staff with 11-20 years experience

28.6% Staff with 6-10 years experience

17.9% Staff with 1-5 years experience

Student Discipline data indicate fewer referrals comparing 2022-23 to 2023-24, overall and per sub-populations:

Total: 175 (previous year 191)

Gen Ed: 131 (previous year 135)

Sp Ed: 44 (previous year 58)

Hispanic: 75 (previous year 102)

White: 76 (previous year 79)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): How can we emphasize the importance of daily student attendance and provide support to families facing challenges?

Root Cause: Students and families who do not feel engaged or connected to the school environment may have lower attendance rates.

Problem Statement 2 (Prioritized): How can we implement the most effective methods and interventions in order to provide comprehensive support and equitable learning experiences for ALL students?

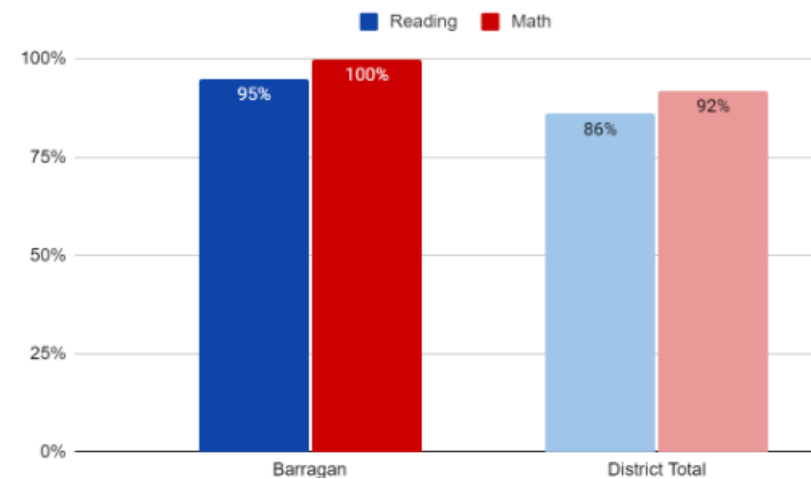
Root Cause: The most effective methods and interventions must be implemented in order to provide equal opportunities for success.

Student Learning

Student Learning Summary

Instructional staff utilize district benchmarks, Common Formative Assessments, Exit Tickets, iReady, and essential learning data trackers to monitor and adjust instruction.

EOY CLI data for Prekindergarten indicate students exceeded the district goal:



NWEA EOY results for K-6 Reading & Math - campus target is to achieve 50% of students who meet or exceed their growth projection in each subject:

Reading	Math	
Kindergarten - 66%	88%	
1st Grade - 63%	79%	
2nd Grade - 46%	71%	
3rd Grade - 59%	69%	
4th Grade - 61%	62%	
5th Grade - 70%	65%	Science -
6th Grade - 55%	71%	

2023-24 EOY NWEA/MAP median student growth percentile results across all ethnicity groups was as follows:

	General Science	Mathematics	Reading	Row Summary
Asian	63	76	51	67
Black or African American	67	82	67	70
Hispanic or Latino	78	70	60	66
Multi-ethnic	59	59	65	65
Native Hawaiian or Other P.		63	65	63
Not Specified or Other	67	85	55	67
White	83	70	60	67

STAAR Results for 2023-24 show the campus met or exceeded the state average in most areas as highlighted in green:

	READING	Campus #	Campus %	State %		MATH	Campus #	Campus %	State %		SCIENCE	Campus #	Campus %	State %
											Total	90		
3rd	DNM	10				DNM	21				DNM	19		
	APP	30	*86%	72%		APP	21	72%	68%		APP	39	*79%	56%
	Meets	22	*46%	46%		Meets	20	*43%	40%		Meets	21	*36%	26%
	Masters	12	*16%	20%		Masters	12	16%	15%		Masters	11	12%	10%
4th	DNM	18				DNM	16							
	APP	20	74%	79%		APP	13	77%	67%					
	Meets	12	46%	49%		Meets	24	59%	44%					
	Masters	20	*29%	22%		Masters	17	24%	20%					
5th	DNM	8				DNM	7							
	APP	25	*91%	78%		APP	27	*92%	75%					
	Meets	32	*63%	53%		Meets	34	*62%	48%					
	Masters	25	*28%	28%		Masters	22	*24%	19%					
6th	DNM	10				DNM	13							
	APP	16	*83%	75%		APP	21	78%	69%					
	Meets	22	*54%	54%		Meets	16	42%	37%					
	Masters	10	*17%	25%		Masters	9	15%	13%					

Student Learning Strengths

CLI for Spring 2024 scores indicate Prekindergarten students met the district goal for Math and Reading.

NWEA EOY results for 2023-24 indicate 67.5% of K-6th grade students achieved their Reading & Math Growth Projection..

STAAR Data 2023-24 indicate MATH scores were at or above the state average for 3rd-6th for Approaches, Meets and Masters. STAAR Science scores were above state average for 5th gr. RLA scores were at or above the state average for 3rd gr Approaches & Meets, 4th gr Masters, 5th gr Approaches, Meets & Masters, and 6th gr Approaches & Meets.

EOY MAP data shows the campus was top elementary school in the district for percentage of students meeting growth projections in Reading & Math, second highest campus in Science.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): How do we ensure continued student progress in STAAR Reading and Math among older students?

Root Cause: Effective strategies to track student growth and purposeful Tier I instruction need to be in place in order to avoid a decline in academic performance among older students.

Problem Statement 2 (Prioritized): How do we ensure all grade levels and all content areas exceed a minimum of 50% median student growth percentile by EOY 2024-25?

Root Cause: Student data trackers for intervention as well as enrichment need to be implemented in order for each grade level and content area to reach 50% median student growth percentile by EOY 2024-25.

Problem Statement 3 (Prioritized): STAAR data indicate student scores for Extended Constructed Responses were below the state average in 3rd, 4th and 6th grades.

Root Cause: Teachers need professional learning in order to provide students with additional instruction and practice with Extended Constructed Responses.

School Processes & Programs

School Processes & Programs Summary

The campus utilizes Interview Teams to select quality teaching candidates.

Staff included 2 long-term substitutes for the school year, and additional long-term substitutes were added for the 2nd semester due to a retirement and a resignation.

Campus Culture Club is teacher-led and used as a support/motivator for the team.

Data Trackers and Eduphoria reports are utilized to monitor student progress on 6 week checkpoints as well as Interim Assessments. Teachers administer CFAs mid-6 weeks to help adjust instruction and plan for intervention/enrichment.

After school opportunities for students include Running Club (K-6th), Theatre and Chess Clubs (4th-6th grades).

School Processes & Programs Strengths

Opportunity Culture structure helps provide teacher leaders (MCLs) for Math/Reading in grades 3rd-6th in 2021-22.

2022-23 CEIC included 1 parent volunteer as well as 1 Community volunteer.

The campus filled all teaching opportunities for Fall and Spring Intersession in 2022-23.

Chess Club, STEM Club, Theatre Club and 2 Friday Camp-Outs were implemented to help support/enrich student learning in 2022-23.

Community Mentors supporting Kindergarten, 2nd gr and 6th gr students were utilized on a weekly basis.

Vertical and grade level PLCs were utilized to support collaborative planning. Teachers are proficient with identifying priority TEKS and creating an instructional plan.

Student recognition is awarded each 6 weeks, with positive referrals (KUDOS), goal setting prizes, and birthday announcements as additional incentives.

6th gr Wildcat Council students are selected using specific criteria and utilized for various tasks/privileges throughout the campus.

College talks and focus is strongly present through Monday College Days, daily announcements and field trip for 6th gr to Texas Tech University - 5th gr to Midland College.

The campus PBIS Task force solicited team input to create a MTSS to reinforce positive student behaviors. Students earn Wildcats Bucks and can use them to purchase items through the Wildcat Store.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Response to Intervention (RTI) for academics needs a systemic structure.

Root Cause: A consistent time and process for reviewing student academic progress in RTI needs to be in place.

Perceptions

Perceptions Summary

Visitors to Santa Rita consistently comment on the welcoming and enticing atmosphere. Hallways are adorned with student work, student celebrations, student photos, and college going decor. There is great pride in how the campus is maintained and organized for student learning. Weekly parent newsletters, emails and phone calls are sent by the campus and include photos of student activities and lessons occurring throughout the week.

Santa Rita has Community Partnerships with Texas Roadhouse and Midland Bible Church.

According to the 2023-24 K12 Climate Survey, Parents/Guardians highest ranking survey responses included school is safe (96%), school is cleaned and well maintained (96%), teachers keep me informed about any behavioral concerns with my child (96%) and school is welcoming to families (94%). Parent/Guardians lowest ranking survey responses include school offers a variety of courses and co-curricular/extracurricular activities (21%) , teachers keep me informed of my child's academic progress (17%), teachers give helpful feedback about homework (17%), Students in this school receive support that addresses their individual needs (17%), and families regularly receive information and materials to help their children at home (14%).

Perceptions Strengths

The campus implements field trips and creates opportunities for volunteers/visitors on campus. Parent involvement activities included: Lunchtime Awards, All Pro Dad Breakfast, Field Days, Talent Show, Chess Matches, Kindergarten/6th gr Celebrations, Fall Trunk or Treat, Book Fair, and GOALS Night.

Monthly student performances are held bringing families to campus, and also allowing opportunities for parents to help with stage decorating, props, costumes, etc.

The annual PTA Reflections program number of participants more than doubled for our campus, with one of our students advancing to state.

Grade level staff members provide monthly team luncheons for their campus teammates.

Students in PK-5th grades are given 30 minutes daily recess, with additional incentives to earn more.

Student K12 Climate Survey responses for 2023-24 indicate 90% of 6th graders and 97% of 3rd-5th graders feel they have someone they can go to with a school problem, and 72% 6th graders and 83% 3rd-5th graders feel they have someone they can go to with a personal problem.

K12 Survey results show 91% of parents rate the overall educational quality of the campus as excellent/good. This is up from 79% in 2022-23.

K12 Survey results show 91% of staff answered student discipline is enforced fairly. This is up from 73% in 2022-23.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): How do we boost parent participation in annual K12 Climate Survey in order for our school to make informed decisions and improve educational outcomes effectively?

Root Cause: Publicize and offer more convenient opportunities for parents to complete the survey.

Problem Statement 2: According to 2022-23 K12 Climate Survey, a gap exists between Student & Parent perception when compared to Staff perception in regards to teachers successfully show students how lessons relate to life outside of school, and teachers give helpful feedback about student work.

Root Cause: Clear communication on lesson rationales and how families can help their child need improvement between students - school - home.

Priority Problem Statements

Problem Statement 1: How can we emphasize the importance of daily student attendance and provide support to families facing challenges?

Root Cause 1: Students and families who do not feel engaged or connected to the school environment may have lower attendance rates.

Problem Statement 1 Areas: Demographics

Problem Statement 2: How can we implement the most effective methods and interventions in order to provide comprehensive support and equitable learning experiences for ALL students?

Root Cause 2: The most effective methods and interventions must be implemented in order to provide equal opportunities for success.

Problem Statement 2 Areas: Demographics

Problem Statement 3: How do we ensure continued student progress in STAAR Reading and Math among older students?

Root Cause 3: Effective strategies to track student growth and purposeful Tier I instruction need to be in place in order to avoid a decline in academic performance among older students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: STAAR data indicate student scores for Extended Constructed Responses were below the state average in 3rd, 4th and 6th grades.

Root Cause 4: Teachers need professional learning in order to provide students with additional instruction and practice with Extended Constructed Responses.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: How do we ensure all grade levels and all content areas exceed a minimum of 50% median student growth percentile by EOY 2024-25?

Root Cause 5: Student data trackers for intervention as well as enrichment need to be implemented in order for each grade level and content area to reach 50% median student growth percentile by EOY 2024-25.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Response to Intervention (RTI) for academics needs a systemic structure.

Root Cause 6: A consistent time and process for reviewing student academic progress in RTI needs to be in place.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: How do we boost parent participation in annual K12 Climate Survey in order for our school to make informed decisions and improve educational outcomes effectively?

Root Cause 7: Publicize and offer more convenient opportunities for parents to complete the survey.

Problem Statement 7 Areas: Perceptions

Goals

Goal 1: Board Goal: 1




The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.





Campus: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 47% to 55% by 2025.

Performance Objective 1: GPM 1.1: The percentage of Pre-K students on track to develop understanding on the CLI Engage phonological awareness assessment will increase from 95% to 97% by 2025.

Evaluation Data Sources: CLI

Strategy 1 Details	Reviews			
Strategy 1: Pre-K teaching staff will implement structured activities that target specific phonological awareness skills including games, songs, and interactive activities that engage students in practicing and applying these skills in a fun and engaging manner. Strategy's Expected Result/Impact: Student learning and growth in phonological awareness will increase. Staff Responsible for Monitoring: Pre-K Teachers Title I: 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1, 2	Formative			Summative
	Nov	Feb	Apr	June
	<div><div></div></div> Some Progress	<div><div></div></div> Some Progress	<div><div></div></div> Accomplished	

Strategy 2 Details		Reviews			
Strategy 2: Pre-K Teachers will provide opportunities for small group instruction where teachers can work closely with students to target specific phonological awareness skills based on individual needs. Strategy's Expected Result/Impact: Teachers will deliver instruction in a manner that meets the diverse needs of students in order to support student growth. Staff Responsible for Monitoring: Pre-K Teachers Title I: 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1, 2		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable	 Accomplished	

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: How can we emphasize the importance of daily student attendance and provide support to families facing challenges? Root Cause: Students and families who do not feel engaged or connected to the school environment may have lower attendance rates.
Problem Statement 2: How can we implement the most effective methods and interventions in order to provide comprehensive support and equitable learning experiences for ALL students? Root Cause: The most effective methods and interventions must be implemented in order to provide equal opportunities for success.




Goal 1: Board Goal: 1




The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.





Campus: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 47% to 55% by 2025.

Performance Objective 2: GPM 1.2: The percentage of kindergarten through 2nd grade students who meet or exceed their individual growth goals in reading, as measured by NWEA MAP, will increase from 58% to 60% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: 100% of K-2nd Santa Rita Elementary students will create goal folders to establish clear, measurable growth goals based on their current MAP scores and grade-level expectations. Strategy's Expected Result/Impact: Students, with teacher support, will use goal sheets to track progress in working towards goals. Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 2 - Student Learning 2 Funding Sources: MCLs, MTRT - 199 Local, RAs - 211 Title 1	 Considerable	 Considerable	 Accomplished	

Strategy 2 Details		Reviews			
Strategy 2: Kindergarten-2nd grade teachers will provide opportunities for small group instruction where teachers can work closely with students to target specific skills and close learning gaps based on individual needs. Strategy's Expected Result/Impact: Teachers will deliver instruction in a manner that meets the diverse needs of students in order to support student growth. Staff Responsible for Monitoring: MCLs, MTRTs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2 Funding Sources: MCLs, MTRT - 199 Local, RAs - 211 Title 1		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable	 Accomplished	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue








Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: How can we implement the most effective methods and interventions in order to provide comprehensive support and equitable learning experiences for ALL students? Root Cause: The most effective methods and interventions must be implemented in order to provide equal opportunities for success.
Student Learning
Problem Statement 2: How do we ensure all grade levels and all content areas exceed a minimum of 50% median student growth percentile by EOY 2024-25? Root Cause: Student data trackers for intervention as well as enrichment need to be implemented in order for each grade level and content area to reach 50% median student growth percentile by EOY 2024-25.

Goal 1: Board Goal: 1
The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.

Campus: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 47% to 55% by 2025.

Performance Objective 3: GPM 1.3: The percentage of kindergarten through 2nd grade students who are reading on or above grade level, as measured by mCLASS, will increase from 56% to 70% by 2025.

Strategy 1 Details	Reviews			
Strategy 1: Following each mCLASS assessment, Santa Rita Elementary K-2 teachers will analyze data to create student groups where tailored instructional approaches and interventions can be utilized. Strategy's Expected Result/Impact: Students will receive targeted intervention and/or enrichment that support their continued learning in phonemic awareness. Staff Responsible for Monitoring: K-2 Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 2	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Accomplished	
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 3 Problem Statements:




Demographics
Problem Statement 2: How can we implement the most effective methods and interventions in order to provide comprehensive support and equitable learning experiences for ALL students? Root Cause: The most effective methods and interventions must be implemented in order to provide equal opportunities for success.








Goal 1: Board Goal: 1
The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.

Campus: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 47% to 55% by 2025.

Performance Objective 4: GPM 1.4: The percentage of 3rd grade students whose STAAR proficiency is Meets and Masters, as measured by the winter NWEA MAP reading assessment, will increase from 36% to 50% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: Santa Rita Elementary Teachers will begin this school year by analyzing the current data from NWEA MAP assessments to identify strengths and weaknesses of 3rd grade students in reading proficiency. Strategy's Expected Result/Impact: Teachers will understand student needs and strengths and be able to make informed instructional decisions regarding how to increase student learning. Staff Responsible for Monitoring: MCLs, MTRTs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2 Funding Sources: MCLs, MTRTs, RAs - 199 Local	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	

Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide opportunities for small group instruction where teachers can work closely with students to target specific skills based on individual needs. Strategy's Expected Result/Impact: Teachers will deliver instruction in a manner that meets the diverse needs of students in order to support student growth. Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2 Funding Sources: MCLs, MTRTs, RAs - 199 Local	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: How do we ensure all grade levels and all content areas exceed a minimum of 50% median student growth percentile by EOY 2024-25? Root Cause: Student data trackers for intervention as well as enrichment need to be implemented in order for each grade level and content area to reach 50% median student growth percentile by EOY 2024-25.







Goal 2: Board Goal: 2

The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028.

Campus: The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 44% to 49% by 2025.

Performance Objective 1: GPM 2.1: The percentage of Pre-K students on track to develop understanding on the CLI Engage math assessment will increase from 92% to 94% by 2025.

Evaluation Data Sources: CLI

Strategy 1 Details	Reviews			
Strategy 1: Pre-K teaching staff will use a variety of instructional strategies such as hands-on activities, visual aids, manipulatives, and interactive games to engage students in learning math concepts. Strategy's Expected Result/Impact: Student learning and growth in math skills will increase. Staff Responsible for Monitoring: Pre-K Teachers Title I: 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 2	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	
Strategy 2 Details	Reviews			
Strategy 2: Pre-K Teachers will provide opportunities for small group instruction where teachers can work closely with students to target specific skills based on individual needs. Strategy's Expected Result/Impact: Teachers will deliver instruction in a manner that meets the diverse needs of students in order to support student growth. Staff Responsible for Monitoring: Pre-K Teachers Title I: 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 2	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: How can we implement the most effective methods and interventions in order to provide comprehensive support and equitable learning experiences for ALL students? **Root Cause:** The most effective methods and interventions must be implemented in order to provide equal opportunities for success.







Goal 2: Board Goal: 2

The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028.

Campus: The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 44% to 49% by 2025.

Performance Objective 2: GPM 2.2: The percentage of kindergarten through 2nd grade students who meet or exceed their individual growth goals in math, as measured by NWEA MAP, will increase from 79% to 81% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: 100% of Santa Rita Elementary students will create goal folders to establish clear, measurable growth goals based on their current MAP scores and grade-level expectations. Strategy's Expected Result/Impact: Students, with teacher support, will use goal sheets to track progress in working towards goals. Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	
Strategy 2 Details	Reviews			
Strategy 2: Kindergarten-2nd grade teachers will provide opportunities for small group instruction where teachers can work closely with students to target specific skills and close learning gaps based on individual needs. Strategy's Expected Result/Impact: Teachers will deliver instruction in a manner that meets the diverse needs of students in order to support student growth. Staff Responsible for Monitoring: MCLs, MTRTs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2 Funding Sources: MCLs, MTRT - 199 Local, RAs - 211 Title 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: How do we ensure all grade levels and all content areas exceed a minimum of 50% median student growth percentile by EOY 2024-25? **Root Cause:** Student data trackers for intervention as well as enrichment need to be implemented in order for each grade level and content area to reach 50% median student growth percentile by EOY 2024-25.






Goal 2: Board Goal: 2

The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028.

Campus: The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 44% to 49% by 2025.

Performance Objective 3: GPM 2.3: The percentage of 3rd grade students whose STAAR projected proficiency is Meets and Masters, as measured by the winter NWEA MAP math assessment, will increase from 41% to 50% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: Santa Rita Elementary Teachers will begin this school year by analyzing the current data from NWEA MAP assessments to identify strengths and weaknesses of 3rd grade students in math. Strategy's Expected Result/Impact: Teachers will understand student needs and strengths and be able to make informed instructional decisions regarding how to increase student learning. Staff Responsible for Monitoring: MCLs, MTRTs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2 Funding Sources: RAs - 211 Title 1 - \$30,000, MCLs, MTRTs - 199 Local - \$27,000	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Accomplished	
Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide opportunities for small group instruction where teachers can work closely with students to target specific skills based on individual needs. Strategy's Expected Result/Impact: Teachers will deliver instruction in a manner that meets the diverse needs of students in order to support student growth. Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 2: How do we ensure all grade levels and all content areas exceed a minimum of 50% median student growth percentile by EOY 2024-25? **Root Cause:** Student data trackers for intervention as well as enrichment need to be implemented in order for each grade level and content area to reach 50% median student growth percentile by EOY 2024-25.

Goal 3: Board Goal :3

The percentage of 4th -English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 55% to 71% by 2028.




Campus: The percentage of 4th -English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 68 to 73% by 2025.







Performance Objective 1: GPM 3.1: The percentage of 4th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 61% to 64% by 2025.




GPM 3.2: The percentage of 5th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 70% to 73% by 2025.





GPM 3.3: The percentage of 6th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 55% to 58% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Santa Rita Elementary Teachers will begin this school year by analyzing STAAR & NWEA MAP 2023-24 data assessments to identify student and instructional strengths and weaknesses in Reading.</p> <p>Strategy's Expected Result/Impact: Santa Rita Elementary Teachers will understand student needs/strengths as well as instructional trends to be able to make informed decision regarding how to create instructional plans that increase student learning in Reading.</p> <p>Staff Responsible for Monitoring: MCLs, MTRTs</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: MCLs, MTRTs, RAs - 199 Local, RAs - 211 Title 1</p>	 Some Progress	 Considerable	 Accomplished	

Strategy 2 Details		Reviews			
Strategy 2: 100% of Santa Rita Elementary 4th-6th grade students will create goal folders to establish clear, measurable growth goals based on their current MAP scores and grade-level expectations. Strategy's Expected Result/Impact: Students, with teacher support, will use goal sheets to track progress in working towards goals. Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable	 Accomplished	
Strategy 3 Details		Reviews			
Strategy 3: Teachers in 4th-6th grades will provide opportunities for small group instruction during or after school where teachers can work closely with students to target specific skills and close learning gaps based on individual needs. Strategy's Expected Result/Impact: Using Title IV funds, Teachers will deliver instruction after school hours in order to meet the diverse needs of students and support student growth, helping to provide a well-rounded education. Staff Responsible for Monitoring: MCLs, MTRTs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 Funding Sources: MCLs, MTRTs, RAs - 199 Local, RAs - 211 Title 1, Title IV funds for after school tutorials - 199 Local - Title IV - \$3,600		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable	 Accomplished	

Strategy 4 Details		Reviews			
Strategy 4: Teachers will attend professional learning opportunities to extend their knowledge in writing instruction for students. Strategy's Expected Result/Impact: Students will receive targeted instruction to help increase scores and achievement in Extended Constructed Responses. Staff Responsible for Monitoring: MCLs, MTRTs Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 3 Funding Sources: MCLs, MTRTs, RAs - 199 Local, RAs - 211 Title 1		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable	 Accomplished	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: How do we ensure continued student progress in STAAR Reading and Math among older students? Root Cause: Effective strategies to track student growth and purposeful Tier I instruction need to be in place in order to avoid a decline in academic performance among older students.
Problem Statement 2: How do we ensure all grade levels and all content areas exceed a minimum of 50% median student growth percentile by EOY 2024-25? Root Cause: Student data trackers for intervention as well as enrichment need to be implemented in order for each grade level and content area to reach 50% median student growth percentile by EOY 2024-25.
Problem Statement 3: STAAR data indicate student scores for Extended Constructed Responses were below the state average in 3rd, 4th and 6th grades. Root Cause: Teachers need professional learning in order to provide students with additional instruction and practice with Extended Constructed Responses.
School Processes & Programs
Problem Statement 1: Response to Intervention (RTI) for academics needs a systemic structure. Root Cause: A consistent time and process for reviewing student academic progress in RTI needs to be in place.

Goal 4: Board Goal : 4

The percentage of 4th -Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 61% to 71% by 2028.




Campus: The percentage of 4th -Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 72% to 77% by 2025.










Performance Objective 1: GPM 4.1: The percentage of 4th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 62% to 63% by 2025.

GPM 4.2: The percentage of 5th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 65% to 68% by 2025.

GPM 4.3: The percentage of 6th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 71% to 74% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Santa Rita Elementary Teachers will begin this school year by analyzing STAAR & NWEA MAP 2023-24 data assessments in Math to identify student and instructional strengths and weaknesses.</p> <p>Strategy's Expected Result/Impact: Santa Rita Elementary Teachers will understand student needs/strengths as well as instructional trends to be able to make informed decision regarding how to create instructional plans that increase student learning.</p> <p>Staff Responsible for Monitoring: MCLs, MTRTs</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2 Funding Sources: MCLs, MTRTs, RAs - 199 Local, RAs - 211 Title 1</p>	 Some Progress	 Considerable	 Accomplished	

Strategy 2 Details	Reviews			
Strategy 2: 100% of Santa Rita Elementary 4th-6th grade students will create goal folders to establish clear, measurable growth goals based on their current MAP scores and grade-level expectations in Math. Strategy's Expected Result/Impact: Students, with teacher support, will use goal sheets to track progress in working towards Math goals. Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	
Strategy 3 Details	Reviews			
Strategy 3: Teachers in 4th-6th grades will provide opportunities for small group instruction during or after school where teachers can work closely with students to target specific skills and close learning gaps based on individual needs. Strategy's Expected Result/Impact: Teachers will deliver instruction in a manner that meets the diverse needs of students in order to support student growth. Staff Responsible for Monitoring: MCLs, MTRTs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 Funding Sources: MCLs, MTRTs, RAs - 199 Local, RAs - 211 Title 1	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Accomplished	
Strategy 4 Details	Reviews			
Strategy 4: 100% of 4th-6th grade Math Teachers will implement Math Review as a daily spiraling tool to practice/ reteach previously taught skills. Strategy's Expected Result/Impact: The spiraling of skills will help more students reach and retain what they are learning. Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: How do we ensure continued student progress in STAAR Reading and Math among older students? **Root Cause:** Effective strategies to track student growth and purposeful Tier I instruction need to be in place in order to avoid a decline in academic performance among older students.

Problem Statement 2: How do we ensure all grade levels and all content areas exceed a minimum of 50% median student growth percentile by EOY 2024-25? **Root Cause:** Student data trackers for intervention as well as enrichment need to be implemented in order for each grade level and content area to reach 50% median student growth percentile by EOY 2024-25.











School Processes & Programs

Problem Statement 1: Response to Intervention (RTI) for academics needs a systemic structure. **Root Cause:** A consistent time and process for reviewing student academic progress in RTI needs to be in place.

Goal 5: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 1: Strengthen instructional practices to improve student academic performance across all grades, cultivating a culture of continuous improvement.

Evaluation Data Sources: Accountability Ratings

Strategy 1 Details	Reviews			
Strategy 1: Santa Rita Elementary will regularly analyze student performance data from formative and summative assessments in order to identify strengths and weaknesses across different student subgroups and subjects. Strategy's Expected Result/Impact: Student performance will be monitored in a manner that allows for immediate feedback and action in order to promote continuous improvement. Staff Responsible for Monitoring: Teachers, MCLs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 2 - Student Learning 1	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: Santa Elementary Team will use student data to plan and deliver personalized student instruction and target specific areas where students need support or enrichment. Strategy's Expected Result/Impact: Student performance will increase across all grades. Staff Responsible for Monitoring: Teachers, MCLs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 2 - Student Learning 1	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:







Demographics
Problem Statement 2: How can we implement the most effective methods and interventions in order to provide comprehensive support and equitable learning experiences for ALL students? Root Cause: The most effective methods and interventions must be implemented in order to provide equal opportunities for success.
Student Learning
Problem Statement 1: How do we ensure continued student progress in STAAR Reading and Math among older students? Root Cause: Effective strategies to track student growth and purposeful Tier I instruction need to be in place in order to avoid a decline in academic performance among older students.

Goal 5: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 2: 100% of PLCs will use student data effectively to inform instructional decisions and personalize learning experiences. PLCs will analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities to support student growth and achievement.

Evaluation Data Sources: PLCs will demonstrate the ability to analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities that are tailored to individual student needs. This personalized approach to instruction will support student growth and achievement, leading to improved academic outcomes and increased student engagement and success.

PLC data scorecards will show improvement. Student Achievement.

Strategy 1 Details	Reviews			
Strategy 1: Santa Rita Elementary will ensure the Master Schedule provides time for teachers to conduct PLC work including analyzing data, identifying student needs and learning gaps, and planning effective instruction. Strategy's Expected Result/Impact: Teachers will have the opportunity to effectively and intentionally plan instruction and analyze student data in order to respond and improve academic achievement. Staff Responsible for Monitoring: Principals, Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2, 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Accomplished	
Strategy 2 Details	Reviews			
Strategy 2: Santa Rita Elementary will monitor PLC work at the beginning, middle and end of year utilizing the district PLC scorecard in order to ensure growth and effectiveness in teams. Strategy's Expected Result/Impact: PLC teams will exceed the district board goal for PLCs by end of year. Staff Responsible for Monitoring: Principal, AP Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 2	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: How can we implement the most effective methods and interventions in order to provide comprehensive support and equitable learning experiences for ALL students? **Root Cause:** The most effective methods and interventions must be implemented in order to provide equal opportunities for success.

Student Learning

Problem Statement 2: How do we ensure all grade levels and all content areas exceed a minimum of 50% median student growth percentile by EOY 2024-25? **Root Cause:** Student data trackers for intervention as well as enrichment need to be implemented in order for each grade level and content area to reach 50% median student growth percentile by EOY 2024-25.

Problem Statement 3: STAAR data indicate student scores for Extended Constructed Responses were below the state average in 3rd, 4th and 6th grades. **Root Cause:** Teachers need professional learning in order to provide students with additional instruction and practice with Extended Constructed Responses.

Goal 5: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 3: Research, plan and implement new school safety infrastructure, facility updates and transportation operations that maximize instructional time.

High Priority

Evaluation Data Sources: Students will experience a safer and more conducive learning environment, with increased opportunities for uninterrupted instruction and academic engagement.

Strategy 1 Details	Reviews			
Strategy 1: 100% of the Santa Rita Elementary Team will train and implement new school safety infrastructure in order to ensure a safer and more conducive learning environment. Strategy's Expected Result/Impact: Students' learning environment will become safer and more conducive to learning. Staff Responsible for Monitoring: Principal, AP Title I: 2.5 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1	Formative			Summative
	Nov	Feb	Apr	June
	<div><div></div></div> Considerable	<div><div></div></div> Considerable	<div><div></div></div> Considerable	
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				








Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: How can we emphasize the importance of daily student attendance and provide support to families facing challenges? Root Cause: Students and families who do not feel engaged or connected to the school environment may have lower attendance rates.

Goal 5: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 4: 100% of the district's safety policies will be implemented.

High Priority
Evaluation Data Sources: Safety drills and Audits.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Santa Rita Elementary will train 100% of team members and complete all required safety drills to ensure we are prepared for emergency situations should they occur. Strategy's Expected Result/Impact: Team members will be trained and be able to execute all safety steps required for emergency situations. Staff Responsible for Monitoring: Principal, AP Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Demographics 2	 Considerable	 Considerable	 Considerable	
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				











Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: How can we implement the most effective methods and interventions in order to provide comprehensive support and equitable learning experiences for ALL students? Root Cause: The most effective methods and interventions must be implemented in order to provide equal opportunities for success.

Goal 6: Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

Performance Objective 1: Recruit & onboard highly-qualified staff that effectively serve all students and the broader community.

Evaluation Data Sources: Vacancy reports, District Accountability.

Strategy 1 Details	Reviews			
Strategy 1: Santa Rita Elementary leaders will attend job fairs and networking events to connect with potential candidates and showcase our campus strengths and commitment to our students and families. Strategy's Expected Result/Impact: Santa Rita Elementary will recruit highly-qualified and diverse staff who can help reach our campus goals. Staff Responsible for Monitoring: Principal, AP Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Demographics 2	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: Santa Rita Elementary will provide job-specific training and mentoring to ensure new hires understand their roles and responsibilities. Strategy's Expected Result/Impact: New hires will feel supported and motivated to contribute to our campus mission and goals. Staff Responsible for Monitoring: MCLs, MTRTs Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: MCLs, MTRTs, RAs - 199 Local, RAs - 211 Title 1	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:











Demographics

Problem Statement 2: How can we implement the most effective methods and interventions in order to provide comprehensive support and equitable learning experiences for ALL students? **Root Cause:** The most effective methods and interventions must be implemented in order to provide equal opportunities for success.

Goal 6: Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

Performance Objective 2: Develop and implement talent pipelines and professional learning for all staff with systems of support that cultivate continuous learning, staff recognition and incentives, enhance job satisfaction, promote staff retention, and foster a culture of growth, well-being, work-life balance and career progression.

Evaluation Data Sources: Pipeline data, and retention reports.

Strategy 1 Details	Reviews			
Strategy 1: Santa Rita Elementary will offer continuous learning and training through professional development programs and mentor programs. Strategy's Expected Result/Impact: Teacher capacity and effectiveness will strengthen to positively impact student achievement and boost employee satisfaction/staff retention. Staff Responsible for Monitoring: Principal, AP, OC Team Title I: 2.4 Problem Statements: Student Learning 3	Formative			Summative
	Nov	Feb	Apr	June
				
	Some Progress	Considerable	Considerable	
Strategy 2 Details	Reviews			
Strategy 2: Santa Rita Elementary will implement effective feedback and recognition systems. Strategy's Expected Result/Impact: Constructive feedback along with acknowledgement for outstanding performance will help create a supportive environment where staff grow professionally and positively impact student achievement. Staff Responsible for Monitoring: Principal, AP Title I: 2.4	Formative			Summative
	Nov	Feb	Apr	June
				
	Some Progress	Considerable	Considerable	
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 2 Problem Statements:











Student Learning

Problem Statement 3: STAAR data indicate student scores for Extended Constructed Responses were below the state average in 3rd, 4th and 6th grades. **Root Cause:** Teachers need professional learning in order to provide students with additional instruction and practice with Extended Constructed Responses.

Goal 7: Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

Performance Objective 1: Promote proactive and transparent data sharing and improve communication practices, ensuring clear follow-up and promoting a culture of openness and accountability.

Evaluation Data Sources: Committing to timely responses and transparent reporting of feedback outcomes holds the district accountable for addressing stakeholder concerns and implementing suggested improvements. This accountability reinforces trust in the district's leadership and ensures that actions are taken to address identified needs.

Strategy 1 Details	Reviews			
Strategy 1: Santa Rita Elementary will provide families weekly newsletters to include attendance and/or academic data. Strategy's Expected Result/Impact: Data sharing will promote a culture of openness and accountability for all stakeholders. Staff Responsible for Monitoring: Principal Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: Santa Rita Elementary will provide student data updates to guardians/families at the conclusion of each assessment period involving iReady, NWEA MAP, district benchmarks, CLI, and released STAAR. Strategy's Expected Result/Impact: Families will be informed regarding how students are progressing throughout the year which will allow opportunities for questions/communication concerning students progress. Staff Responsible for Monitoring: Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				











Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: How do we boost parent participation in annual K12 Climate Survey in order for our school to make informed decisions and improve educational outcomes effectively? Root Cause: Publicize and offer more convenient opportunities for parents to complete the survey.

Goal 7: Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

Performance Objective 2: Amplify the narrative and impact of communication regarding performance and expectations, empowering stakeholders to effectively understand, engage with, and contribute to the shared story of success.

Evaluation Data Sources: DEIC Meeting, K-12 Insight Survey, ESSA Survey, ESSER Survey

Strategy 1 Details	Reviews			
Strategy 1: Santa Rita Elementary will establish channels for two-way communication where stakeholders can provide feedback, share insights, and ask questions. Strategy's Expected Result/Impact: Different perspectives and/or constructive feedback can be shared which the campus can utilize for change and improvement. Staff Responsible for Monitoring: Principal, AP, Teachers Title I: 4.1 Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Accomplished	
Strategy 2 Details	Reviews			
Strategy 2: Santa Rita Elementary will use a variety of communication channels (e.g., meetings, newsletters, emails, web-pages, social media) to reach different stakeholders effectively. Strategy's Expected Result/Impact: Various communication channels will better reach all stakeholders in order to support their understanding of our campus story. Staff Responsible for Monitoring: Principal, AP, Teachers, Counselor Title I: 4.1 Problem Statements: Perceptions 1 Funding Sources: translator assistance - 211 Title 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: How do we boost parent participation in annual K12 Climate Survey in order for our school to make informed decisions and improve educational outcomes effectively? **Root Cause:** Publicize and offer more convenient opportunities for parents to complete the survey.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Casandra Alcorta	Reach Associate	Opportunity Culture	
Thalia Pacheco	Reach Associate	Opportunity Culture	

Campus Funding Summary

211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	RAs		\$0.00
1	2	2	RAs		\$0.00
2	2	2	RAs		\$0.00
2	3	1	RAs		\$30,000.00
3	1	1	RAs		\$0.00
3	1	3	RAs		\$0.00
3	1	4	RAs		\$0.00
4	1	1	RAs		\$0.00
4	1	3	RAs		\$0.00
6	1	2	RAs		\$0.00
7	2	2	translator assistance		\$0.00
Sub-Total					\$30,000.00
Budgeted Fund Source Amount					\$71,437.00
+/- Difference					\$41,437.00
199 Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	MCLs, MTRT		\$0.00
1	2	2	MCLs, MTRT		\$0.00
1	4	1	MCLs, MTRTs, RAs		\$0.00
1	4	2	MCLs, MTRTs, RAs		\$0.00
2	2	2	MCLs, MTRT		\$0.00
2	3	1	MCLs, MTRTs		\$27,000.00
3	1	1	MCLs, MTRTs, RAs		\$0.00
3	1	3	Title IV funds for after school tutorials	Title IV	\$3,600.00
3	1	3	MCLs, MTRTs, RAs		\$0.00
3	1	4	MCLs, MTRTs, RAs		\$0.00

199 Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	MCLs, MTRTs, RAs		\$0.00
4	1	3	MCLs, MTRTs, RAs		\$0.00
6	1	2	MCLs, MTRTs, RAs		\$0.00
Sub-Total					\$30,600.00
Budgeted Fund Source Amount					\$65,929.00
+/- Difference					\$35,329.00
Grand Total Budgeted					\$137,366.00
Grand Total Spent					\$60,600.00
+/- Difference					\$76,766.00