Midland Independent School District

Santa Rita Elementary

2025-2026 Goals/Performance Objectives/Strategies

Mission Statement

We are an **I**nclusive, **L**earner centered, **D**iverse **C**ampus **A**ll about **T**ransforming to a **S**chool 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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Goals

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 1: The percentage of PreK students performing at grade in ELAR will increase from 82% to 95% by June 2026.

    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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Student learning and growth in phonological awareness will increase.
     Staff Responsible for Monitoring: PreK Teachers
 	
     Title I:
 2.51, 2.52, 2.53, 2.534, 2.535
  - TEA Priorities:
 Build a foundation of reading and math
  - ESF Levers:
 Lever 5: Effective Instruction
     Problem Statements: Demographics 2
     Funding Sources: - 211 Title 1				

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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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:** PreK Teachers **Title I:** 2.51, 2.52, 2.53, 2.534, 2.535 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
Strategy 3: Student progress in CFAs and CLI assessments will be monitored using the campus Data Tracker in order to assess student learning towards campus goals and carry out RTI and enrichment.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers are better informed of student understanding, thus able to intervene or extend learning opportunities resulting in increased student performance. **Staff Responsible for Monitoring:** PreK Teachers, admin **Title I:** 2.51, 2.52, 2.53, 2.534, 2.535 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				
◯ No Progress ◯ Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Teachers must implement the most effective methods and interventions in order to provide comprehensive support and equitable learning experiences for ALL students.   **Root Cause**: Interventions have been inconsistently implemented.

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 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 2: The percentage of PreK students performing at grade in Math will increase from 100% to 100% by June 2026.

Evaluation Data Sources: CLI

Strategy 1 Details	Reviews			
Strategy 1: Pre-K teaching staff will implement structured activities that target specific Math skills including games, songs, and interactive activities that engage students in practicing and applying these skills in a fun and engaging manner.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Student learning and growth in Math skills will increase. **Staff Responsible for Monitoring:** PreK Teachers **Title I:** 2.51, 2.52, 2.53, 2.534, 2.535 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 **Funding Sources:** - 211 Title 1				

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 Math skills based on individual needs.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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:** PreK Teachers **Title I:** 2.51, 2.52, 2.53, 2.534, 2.535 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

Strategy 3 Details	Reviews			
Strategy 3: Student progress using CFAs and CLI assessments will be monitored using the campus Data Tracker in order to assess student learning towards campus goals and carry out RTI and enrichment. **Strategy's Expected Result/Impact:** Teachers are better informed of student understanding, thus able to intervene or extend learning opportunities resulting in increased student performance. **Staff Responsible for Monitoring:** PreK Teachers, Admin **Title I:** 2.51, 2.52, 2.53, 2.534, 2.535 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1	Formative			Summative
	Nov	**Feb**	**Apr**	**June**

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Teachers must implement the most effective methods and interventions in order to provide comprehensive support and equitable learning experiences for ALL students.   **Root Cause**: Interventions have been inconsistently implemented.

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 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 3: The percentage of Kinder students performing at grade in ELAR will increase from 74% to 78% by June 2026.

    Evaluation Data Sources: mCLASS

Strategy 1 Details				Reviews			
Strategy 1: Utilize PLC time to align instructional materials and practices using Amplify and the MISD RLA Instructional Framework in order to plan for effective and rigorous Tier I instruction, and establish focus TEKS essential to each unit.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Teachers will deliver a horizontally aligned, viable curriculum to ensure rigorous and equitable instruction across the grade level.
  Staff Responsible for Monitoring: Teachers, admin
 	
  Title I:
2.51, 2.52, 2.53
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
Problem Statements: Demographics 2 - Student Learning 2							

Strategy 2 Details				Reviews			
Strategy 2: Kindergarten teachers will analyze assessment data including NWEA MAP, iReady, mCLASS, CFAs, or daily exit tickets to create student groups where tailored instructional approaches and interventions can be utilized.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: As teachers gain a deeper understanding of student needs, they can more effectively adjust instruction, offer targeted support or enrichment, and drive student growth.
  Staff Responsible for Monitoring: Kindergarten Teachers
 	
  Title I:
2.51, 2.52, 2.53, 2.533
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments
Problem Statements: Demographics 2, 4 - Student Learning 2 - School Processes & Programs 1
Funding Sources: - 211 Title 1							

Strategy 3 Details	Reviews			
Strategy 3: Student progress on CFAs, benchmark assessments and district assessments will be documented using the campus Data Tracker and individual trackers in order to build student ownership of learning, and informing RTI and enrichment efforts.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will reflect on the effectiveness of instructional strategies. Students will understand their progress, set goals and become accountable for their learning. **Staff Responsible for Monitoring:** Kindergarten Teachers, admin **Title I:** 2.51, 2.52, 2.53, 2.533 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

◯ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Teachers must implement the most effective methods and interventions in order to provide comprehensive support and equitable learning experiences for ALL students. **Root Cause**: Interventions have been inconsistently implemented.
Problem Statement 4: Effective implementation of the Dual Language program will support English learners, foster academic excellence and promote long-term student success. **Root Cause**: Additional opportunities for professional development for teachers as well as family support needs to be addressed.

Student Learning
Problem Statement 2: All classrooms and content areas should exceed a minimum of 50% median student growth percentile on NWEA MAP by EOY 2025-26? **Root Cause**: Student data trackers for intervention as well as enrichment need to be implemented in order for each classroom and content area to reach 50% median student growth percentile according to EOY NWEA MAP 2025-2026.

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 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 4: The percentage of Kinder students performing at grade in Math will increase from % to % by June 2026.

   Evaluation Data Sources: iReady

Strategy 1 Details	Reviews			
Strategy 1: Utilize PLC time to align instructional materials and practices using STEMscopes and the MISD Math Instructional Framework in order to plan for effective and rigorous Tier I instruction.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will deliver a horizontally aligned, viable curriculum to ensure rigorous and equitable instruction across the grade level. **Staff Responsible for Monitoring:** Kindergarten teachers **Title I:** 2.51, 2.52 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2				

Strategy 2 Details	Reviews			
Strategy 2: Kindergarten teachers will analyze assessment data including NWEA MAP, iReady, CFAs, or daily exit tickets to create student groups where tailored instructional approaches and interventions can be utilized.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: As teachers gain a deeper understanding of student needs, they can more effectively adjust instruction, offer targeted support or enrichment, and drive student growth. **Staff Responsible for Monitoring:** Kindergarten teachers **Title I:** 2.51, 2.52, 2.53, 2.534 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 2, 4 - Student Learning 2 - School Processes & Programs 1 **Funding Sources:** - 211 Title 1				

Strategy 3 Details	Reviews			
Strategy 3: Student progress on CFAs, benchmark assessments and district assessments will be documented using the campus Data Tracker and individual trackers in order to build student ownership of learning, and informing RTI and enrichment efforts.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will reflect on the effectiveness of instructional strategies. Students will understand their progress, set goals and become accountable for their learning.				
Staff Responsible for Monitoring: Kindergarten teachers, admin				
Title I: 2.51, 2.52 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: Teachers must implement the most effective methods and interventions in order to provide comprehensive support and equitable learning experiences for ALL students.   **Root Cause**: Interventions have been inconsistently implemented.
Problem Statement 4: Effective implementation of the Dual Language program will support English learners, foster academic excellence and promote long-term student success. **Root Cause**: Additional opportunities for professional development for teachers as well as family support needs to be addressed.
Student Learning
Problem Statement 2: All classrooms and content areas should exceed a minimum of 50% median student growth percentile on NWEA MAP by EOY 2025-26?   **Root Cause**: Student data trackers for intervention as well as enrichment need to be implemented in order for each classroom and content area to reach 50% median student growth percentile according to EOY NWEA MAP 2025-2026.
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 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 5: The percentage of 1st grade students performing at grade in ELAR will increase from 52% to 78% by June 2026.

    Evaluation Data Sources: mCLASS

Strategy 1 Details				Reviews			

Strategy 1: Utilize PLC time to align instructional materials and practices using Amplify and the MISD RLA Instructional Framework in order to plan for effective and rigorous Tier I instruction, and establish focus TEKS essential to each unit.
    Strategy's Expected Result/Impact: Teachers will deliver a horizontally aligned, viable curriculum to ensure rigorous and equitable instruction across the grade level.
    Staff Responsible for Monitoring: First grade teachers, MCL
 	
    Title I:
2.51, 2.52, 2.53, 2.533
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
Problem Statements: Demographics 2 - School Processes & Programs 1
				**Formative**			**Summative**

				Nov	**Feb**	**Apr**	**June**

Strategy 2 Details				Reviews			

Strategy 2: First Grade teachers will analyze assessment data including NWEA MAP, iReady, mCLASS, CFAs, or daily exit tickets to create student groups where tailored instructional approaches and interventions can be utilized.
    Strategy's Expected Result/Impact: As teachers gain a deeper understanding of student needs, they can more effectively adjust instruction, offer targeted support or enrichment, and drive student growth.
    Staff Responsible for Monitoring: First grade teachers, MCL
 	
    Title I:
2.51, 2.52, 2.53
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments
Problem Statements: Demographics 2, 4 - Student Learning 2 - School Processes & Programs 1
Funding Sources: - 211 Title 1
				Formative			**Summative**

				Nov	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Student progress on CFAs, benchmark assessments and district assessments will be documented using the campus Data Tracker and individual trackers in order to build student ownership of learning, and informing RTI and enrichment efforts.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will reflect on the effectiveness of instructional strategies. Students will understand their progress, set goals and become accountable for their learning. **Staff Responsible for Monitoring:** First grade teachers, MCL **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

○ No Progress　　◯ Accomplished　　→ Continue/Modify　　✖ Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: Teachers must implement the most effective methods and interventions in order to provide comprehensive support and equitable learning experiences for ALL students. **Root Cause**: Interventions have been inconsistently implemented.
Problem Statement 4: Effective implementation of the Dual Language program will support English learners, foster academic excellence and promote long-term student success. **Root Cause**: Additional opportunities for professional development for teachers as well as family support needs to be addressed.

Student Learning
Problem Statement 2: All classrooms and content areas should exceed a minimum of 50% median student growth percentile on NWEA MAP by EOY 2025-26? **Root Cause**: Student data trackers for intervention as well as enrichment need to be implemented in order for each classroom and content area to reach 50% median student growth percentile according to EOY NWEA MAP 2025-2026.

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 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 6: The percentage of 1st grade students performing at grade in Math will increase from % to % by June 2026.

    Evaluation Data Sources: iReady

Strategy 1 Details	Reviews			
Strategy 1: Utilize PLC time to align instructional materials and practices using STEMscopes and the MISD Math Instructional Framework in order to plan for effective and rigorous Tier I instruction.	Formative			Summative
	Nov	Feb	Apr	June

Strategy's Expected Result/Impact: Teachers will deliver a horizontally aligned, viable curriculum to ensure rigorous and equitable instruction across the grade level.
     Staff Responsible for Monitoring: First grade teachers, MCL
 	
     Title I:
 2.51, 2.52
  - **TEA Priorities:**
 Build a foundation of reading and math
  - **ESF Levers:**
 Lever 5: Effective Instruction
 Problem Statements: Demographics 2				

Strategy 2 Details	Reviews			
Strategy 2: First Grade teachers will analyze assessment data including NWEA MAP, iReady, CFAs, or daily exit tickets to create student groups where tailored instructional approaches and interventions can be utilized.	Formative			Summative
	Nov	Feb	Apr	June

Strategy's Expected Result/Impact: As teachers gain a deeper understanding of student needs, they can more effectively adjust instruction, offer targeted support or enrichment, and drive student growth.
     Staff Responsible for Monitoring: First grade teachers, MCL
 	
     Title I:
 2.51, 2.52, 2.53, 2.534
  - **TEA Priorities:**
 Build a foundation of reading and math
  - **ESF Levers:**
 Lever 5: Effective Instruction
 Problem Statements: Demographics 2 - Student Learning 2
 Funding Sources: - 211 Title 1				

Strategy 3 Details	Reviews			
Strategy 3: Student progress using CFAs, benchmark assessments and district assessments will be documented using the campus Data Tracker and individual trackers in order to build student ownership of learning, and informing RTI and enrichment efforts.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will reflect on the effectiveness of instructional strategies. Students will understand their progress, set goals and become accountable for their learning. **Staff Responsible for Monitoring:** First grade teachers, MCL **Title I:** 2.51, 2.52 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

○ No Progress　　◯ Accomplished　　➡️ Continue/Modify　　❌ Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 2: Teachers must implement the most effective methods and interventions in order to provide comprehensive support and equitable learning experiences for ALL students. **Root Cause**: Interventions have been inconsistently implemented.

Student Learning
Problem Statement 2: All classrooms and content areas should exceed a minimum of 50% median student growth percentile on NWEA MAP by EOY 2025-26? **Root Cause**: Student data trackers for intervention as well as enrichment need to be implemented in order for each classroom and content area to reach 50% median student growth percentile according to EOY NWEA MAP 2025-2026.

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 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 7: The percentage of 2nd grade students performing at grade in ELAR will increase from 66% to 78% by June 2026.

    Evaluation Data Sources: mCLASS

Strategy 1 Details	Reviews			
Strategy 1: Utilize PLC time to align instructional materials and practices using Amplify and the MISD RLA Instructional Framework in order to plan for effective and rigorous Tier I instruction.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Teachers will deliver a horizontally aligned, viable curriculum to ensure rigorous and equitable instruction across the grade level.
    Staff Responsible for Monitoring: Second grade teachers, MCLs
 	
    Title I:
2.51, 2.52, 2.534
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
Problem Statements: School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Second Grade teachers will analyze assessment data including NWEA MAP, iReady, mCLASS, CFAs, or daily exit tickets to create student groups where tailored instructional approaches and interventions can be utilized.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: As teachers gain a deeper understanding of student needs, they can more effectively adjust instruction, offer targeted support or enrichment, and drive student growth.
    Staff Responsible for Monitoring: Second grade teachers, MCLs
 	
    Title I:
2.51, 2.52, 2.53, 2.533
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments
Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 1
Funding Sources: - 211 Title 1				

Strategy 3 Details	Reviews			
Strategy 3: Student progress using CFAs, benchmark assessments and district assessments will be monitored using the campus Data Tracker as well as student individual trackers in order to build student ownership of learning, and informing RTI and enrichment efforts.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will reflect on the effectiveness of instructional strategies. Students will understand their progress, set goals and become accountable for their learning. **Staff Responsible for Monitoring:** Second grade teachers, MCLs, admin **Title I:** 2.51, 2.52, 2.53, 2.534 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 2: Teachers must implement the most effective methods and interventions in order to provide comprehensive support and equitable learning experiences for ALL students.   **Root Cause**: Interventions have been inconsistently implemented.
Student Learning
Problem Statement 2: All classrooms and content areas should exceed a minimum of 50% median student growth percentile on NWEA MAP by EOY 2025-26?   **Root Cause**: Student data trackers for intervention as well as enrichment need to be implemented in order for each classroom and content area to reach 50% median student growth percentile according to EOY NWEA MAP 2025-2026.
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 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 8: The percentage of 2nd grade students performing at grade in Math will increase from % to % by June 2026.

    Evaluation Data Sources: iReady

Strategy 1 Details	Reviews			
Strategy 1: Utilize PLC time to align instructional materials and practices using STEMscopes and the MISD Math Instructional Framework in order to plan for effective and rigorous Tier I instruction.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Teachers will deliver a horizontally aligned, viable curriculum to ensure rigorous and equitable instruction across the grade level.
    Staff Responsible for Monitoring: Second grade teachers, MCLs
 	
    Title I:
2.51, 2.52
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
Problem Statements: Demographics 2				

Strategy 2 Details	Reviews			
Strategy 2: Second Grade teachers will analyze assessment data including NWEA MAP, iReady, CFAs, or daily exit tickets to create daily Math Review Do Now spiral assignments and student groups for intervention/enrichment.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: As teachers gain a deeper understanding of student needs, they can more effectively adjust instruction, offer targeted support or enrichment, and drive student growth.
    Staff Responsible for Monitoring: Second grade Teachers, MCLs
 	
    Title I:
2.51, 2.52, 2.53, 2.534
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
Problem Statements: Demographics 2 - Student Learning 2
Funding Sources: - 211 Title 1				

Strategy 3 Details	Reviews			
Strategy 3: Student progress using CFAs and benchmark assessments will be documented using the campus Data Tracker as well as student individual trackers in order to build student ownership of learning, and informing RTI and enrichment efforts.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will reflect on the effectiveness of instructional strategies. Students will understand their progress, set goals and become accountable for their learning. **Staff Responsible for Monitoring:** Second grade teachers, MCLs **Title I:** 2.51, 2.52 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

○ No Progress   ◎ Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 2: Teachers must implement the most effective methods and interventions in order to provide comprehensive support and equitable learning experiences for ALL students.   **Root Cause**: Interventions have been inconsistently implemented.
Student Learning
Problem Statement 2: All classrooms and content areas should exceed a minimum of 50% median student growth percentile on NWEA MAP by EOY 2025-26?   **Root Cause**: Student data trackers for intervention as well as enrichment need to be implemented in order for each classroom and content area to reach 50% median student growth percentile according to EOY NWEA MAP 2025-2026.
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 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 9: The percentage of 3rd grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 38% to 55% by June 2026.

HB3 Goal

Evaluation Data Sources: RLA STAAR

Strategy 1 Details		Reviews			
Strategy 1: Utilize PLC time to align instructional materials and practices using Amplify and the MISD RLA Instructional Framework in order to plan for effective and rigorous Tier I instruction, and establish focus TEKS essential to each unit.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will deliver a horizontally aligned, viable curriculum to ensure rigorous and equitable instruction across the grade level. **Staff Responsible for Monitoring:** Third grade teachers, MCLs **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1					

Strategy 2 Details	Reviews			
Strategy 2: Third Grade teachers will analyze assessment data including NWEA MAP, iReady, mCLASS, CFAs, or daily exit tickets to create student groups where tailored instructional approaches and interventions can be utilized.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: As teachers gain a deeper understanding of student needs, they can more effectively adjust instruction, offer targeted support or enrichment, and drive student growth. **Staff Responsible for Monitoring:** Third grade teachers **Title I:** 2.51, 2.53, 2.533 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 1 **Funding Sources:** - 211 Title 1				

Strategy 3 Details	Reviews			
Strategy 3: Student progress on CFAs, benchmark assessments and district assessments will be documented using the campus Data Tracker as well as student individual trackers in order to build student ownership of learning, and informing RTI and enrichment efforts.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Teachers will reflect on the effectiveness of instructional strategies. Students will understand their progress, set goals and become accountable for their learning. **Staff Responsible for Monitoring:** Third grade teachers, MCLs, admin **Title I:** 2.51, 2.52, 2.53, 2.534 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

◯ No Progress   ◯ Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 9 Problem Statements:

Demographics
Problem Statement 2: Teachers must implement the most effective methods and interventions in order to provide comprehensive support and equitable learning experiences for ALL students.   **Root Cause**: Interventions have been inconsistently implemented.

Student Learning
Problem Statement 2: All classrooms and content areas should exceed a minimum of 50% median student growth percentile on NWEA MAP by EOY 2025-26?   **Root Cause**: Student data trackers for intervention as well as enrichment need to be implemented in order for each classroom and content area to reach 50% median student growth percentile according to EOY NWEA MAP 2025-2026.

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 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 10: The percentage of 3rd grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 54% to 60% by June 2026.

HB3 Goal

Evaluation Data Sources: Math STAAR

Strategy 1 Details	Reviews			
Strategy 1: Utilize PLC time to align instructional materials and practices using STEMscopes and the MISD Math Instructional Framework in order to plan for effective and rigorous Tier I instruction.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will deliver a horizontally aligned, viable curriculum to ensure rigorous and equitable instruction across the grade level. **Staff Responsible for Monitoring:** Third grade teachers, MCLs **Title I:** 2.51 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2				

Strategy 2 Details	**Reviews**			
Strategy 2: Third Grade teachers will analyze assessment data including NWEA MAP, iReady, CFAs, or daily exit tickets to create daily Math Review Do Now spiral assignments and student groups for intervention/enrichment.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: As teachers gain a deeper understanding of student needs, they can more effectively adjust instruction, offer targeted support or enrichment, and drive student growth. **Staff Responsible for Monitoring:** Third grade teachers, MCLs **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 2 **Funding Sources:** - 211 Title 1				

Strategy 3 Details	**Reviews**			
Strategy 3: Student progress in CFAs, benchmark assessments and district assessments will be documented using the campus Data Tracker as well as student individual trackers in order to build student ownership of learning, and informing RTI and enrichment efforts.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will reflect on the effectiveness of instructional strategies. Students will understand their progress, set goals and become accountable for their learning. **Staff Responsible for Monitoring:** Third grade teachers, MCLs **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 10 Problem Statements:

Demographics
Problem Statement 2: Teachers must implement the most effective methods and interventions in order to provide comprehensive support and equitable learning experiences for ALL students.   **Root Cause**: Interventions have been inconsistently implemented.

Student Learning
Problem Statement 2: All classrooms and content areas should exceed a minimum of 50% median student growth percentile on NWEA MAP by EOY 2025-26?   **Root Cause**: Student data trackers for intervention as well as enrichment need to be implemented in order for each classroom and content area to reach 50% median student growth percentile according to EOY NWEA MAP 2025-2026.

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 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 11: The percentage of 4th grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 38% to 50% by June 2026.

    Evaluation Data Sources: RLA STAAR

Strategy 1 Details	Reviews			
Strategy 1: Utilize PLC time to align instructional materials and practices using Amplify and the MISD RLA Instructional Framework in order to plan for effective and rigorous Tier I instruction, and establish focus TEKS essential to each unit.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Teachers will deliver a horizontally aligned, viable curriculum to ensure rigorous and equitable instruction across the grade level.
     Staff Responsible for Monitoring: Fourth grade teachers, MCLs
 	
     Title I:
 2.51, 2.52, 2.53, 2.534
  - **TEA Priorities:**
 Build a foundation of reading and math
  - **ESF Levers:**
 Lever 5: Effective Instruction
     Problem Statements: School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Fourth Grade teachers will analyze assessment data including NWEA MAP, iReady, mCLASS, CFAs, or daily exit tickets to create student groups where tailored instructional approaches and interventions can be utilized.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: As teachers gain a deeper understanding of student needs, they can more effectively adjust instruction, offer targeted support or enrichment, and drive student growth. **Staff Responsible for Monitoring:** Fourth grade teachers, MCLs **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 1 **Funding Sources:** - 211 Title 1				

Strategy 3 Details	Reviews			
Strategy 3: Student progress in CFAs, benchmark assessments and district assessments will be documented using the campus Data Tracker as well as student individual trackers in order to build student ownership of learning, and informing RTI and enrichment efforts.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will reflect on the effectiveness of instructional strategies. Students will understand their progress, set goals and become accountable for their learning. **Staff Responsible for Monitoring:** Fourth grade teachers, MCLs, admin **Title I:** 2.51, 2.52, 2.53, 2.534 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

No Progress   Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 11 Problem Statements:

Demographics
Problem Statement 2: Teachers must implement the most effective methods and interventions in order to provide comprehensive support and equitable learning experiences for ALL students.   **Root Cause**: Interventions have been inconsistently implemented.

Student Learning
Problem Statement 2: All classrooms and content areas should exceed a minimum of 50% median student growth percentile on NWEA MAP by EOY 2025-26?   **Root Cause**: Student data trackers for intervention as well as enrichment need to be implemented in order for each classroom and content area to reach 50% median student growth percentile according to EOY NWEA MAP 2025-2026.

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 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 12: The percentage of 4th grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 54% to 65% by June 2026.

    Evaluation Data Sources: Math STAAR

Strategy 1 Details	Reviews			
Strategy 1: Utilize PLC time to align instructional materials and practices using STEMscopes and the MISD Math Instructional Framework in order to plan for effective and rigorous Tier I instruction.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Teachers will deliver a horizontally aligned, viable curriculum to ensure rigorous and equitable instruction across the grade level.
    Staff Responsible for Monitoring: Fourth grade teachers, MCLs
 	
    Title I:
2.51
 - TEA Priorities:
Build a foundation of reading and math
 - ESF Levers:
Lever 5: Effective Instruction
    Problem Statements: Demographics 2				

Strategy 2 Details	Reviews			
Strategy 2: Fourth Grade teachers will analyze assessment data including NWEA MAP, iReady, CFAs, or daily exit tickets to create daily Math Review Do Now spiral assignments and student groups for intervention/enrichment.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: As teachers gain a deeper understanding of student needs, they can more effectively adjust instruction, offer targeted support or enrichment, and drive student growth. **Staff Responsible for Monitoring:** Fourth grade teachers, MCLs **Title I:** 2.51, 2.52, 2.53, 2.534 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 2 **Funding Sources:** - 211 Title 1				

Strategy 3 Details	Reviews			
Strategy 3: Student progress in CFAs, benchmark assessments and district assessments will be documented using the campus Data Tracker as well as student individual trackers in order to build student ownership of learning, and informing RTI and enrichment efforts.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will reflect on the effectiveness of instructional strategies. Students will understand their progress, set goals and become accountable for their learning. **Staff Responsible for Monitoring:** Fourth grade teachers, MCLs, admin **Title I:** 2.51, 2.52 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 12 Problem Statements:

Demographics
Problem Statement 2: Teachers must implement the most effective methods and interventions in order to provide comprehensive support and equitable learning experiences for ALL students.   **Root Cause**: Interventions have been inconsistently implemented.

Student Learning
Problem Statement 2: All classrooms and content areas should exceed a minimum of 50% median student growth percentile on NWEA MAP by EOY 2025-26?   **Root Cause**: Student data trackers for intervention as well as enrichment need to be implemented in order for each classroom and content area to reach 50% median student growth percentile according to EOY NWEA MAP 2025-2026.

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 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 13: The percentage of 5th grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 63% to 68% by June 2026.

Evaluation Data Sources: RLA STAAR

Strategy 1 Details	Reviews			
Strategy 1: Utilize PLC time to align instructional materials and practices using Amplify and the MISD RLA Instructional Framework in order to plan for effective and rigorous Tier I instruction, and establish focus TEKS essential to each unit.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will deliver a horizontally aligned, viable curriculum to ensure rigorous and equitable instruction across the grade level. **Staff Responsible for Monitoring:** Fifth grade teachers, MCLs **Title I:** 2.51, 2.52, 2.53, 2.534 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Fifth Grade teachers will analyze assessment data including NWEA MAP, iReady, mCLASS, CFAs, or daily exit tickets to create student groups where tailored instructional approaches and interventions can be utilized.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: As teachers gain a deeper understanding of student needs, they can more effectively adjust instruction, offer targeted support or enrichment, and drive student growth. **Staff Responsible for Monitoring:** Fifth grade teachers, MCLs **Title I:** 2.51, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 1 **Funding Sources:** - 211 Title 1				

Strategy 3 Details	Reviews			
Strategy 3: Student progress in CFAs, benchmark assessments and district assessments will be documented using the campus Data Tracker as well as student individual trackers in order to build student ownership of learning, and informing RTI and enrichment efforts.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will reflect on the effectiveness of instructional strategies. Students will understand their progress, set goals and become accountable for their learning. **Staff Responsible for Monitoring:** Fifth grade teachers, MCLs, admin **Title I:** 2.51, 2.52, 2.53, 2.533 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

○ No Progress   ○ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 13 Problem Statements:

Demographics
Problem Statement 2: Teachers must implement the most effective methods and interventions in order to provide comprehensive support and equitable learning experiences for ALL students.   **Root Cause**: Interventions have been inconsistently implemented.

Student Learning
Problem Statement 2: All classrooms and content areas should exceed a minimum of 50% median student growth percentile on NWEA MAP by EOY 2025-26?   **Root Cause**: Student data trackers for intervention as well as enrichment need to be implemented in order for each classroom and content area to reach 50% median student growth percentile according to EOY NWEA MAP 2025-2026.
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 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 14: The percentage of 5th grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 58% to 65% by June 2026.

    Evaluation Data Sources: Math STAAR

Strategy 1 Details	Reviews			
Strategy 1: Utilize PLC time to align instructional materials and practices using STEMscopes and the MISD Math Instructional Framework in order to plan for effective and rigorous Tier I instruction.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Teachers will deliver a horizontally aligned, viable curriculum to ensure rigorous and equitable instruction across the grade level.
    Staff Responsible for Monitoring: Fifth grade teachers, MCLs
 	
    Title I:
2.51
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
    Problem Statements: Demographics 2				

Strategy 2 Details	Reviews			
Strategy 2: Fifth Grade teachers will analyze assessment data including NWEA MAP, iReady, CFAs, or daily exit tickets to create daily Math Review Do Now spiral assignments and student groups for intervention/enrichment.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: As teachers gain a deeper understanding of student needs, they can more effectively adjust instruction, offer targeted support or enrichment, and drive student growth. **Staff Responsible for Monitoring:** Fifth grade teachers, MCLs **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 2 **Funding Sources:** - 211 Title 1				

Strategy 3 Details	Reviews			
Strategy 3: Student progress in CFAs, benchmark assessments and district assessments will be documented using the campus Data Tracker as well as student individual trackers in order to build student ownership of learning, and informing RTI and enrichment efforts.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will reflect on the effectiveness of instructional strategies. Students will understand their progress, set goals and become accountable for their learning. **Staff Responsible for Monitoring:** Fifth grade teachers, MCLs, admin **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 14 Problem Statements:

Demographics
Problem Statement 2: Teachers must implement the most effective methods and interventions in order to provide comprehensive support and equitable learning experiences for ALL students.   **Root Cause**: Interventions have been inconsistently implemented.

Student Learning
Problem Statement 2: All classrooms and content areas should exceed a minimum of 50% median student growth percentile on NWEA MAP by EOY 2025-26?   **Root Cause**: Student data trackers for intervention as well as enrichment need to be implemented in order for each classroom and content area to reach 50% median student growth percentile according to EOY NWEA MAP 2025-2026.

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 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 15: The percentage of 5th grade students who score Meets Grade Level Performance or above on the Science STAAR assessment will increase from 25% to 50% by June 2026.

Evaluation Data Sources: Science STAAR

Strategy 1 Details	Reviews			
Strategy 1: Utilize PLC time to align instructional materials and practices targeted at mastering Science TEKS in order to plan for effective and rigorous Tier I instruction, and establish focus TEKS and vocabulary essential to each unit.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Teachers will plan and deliver rigorous, targeted instruction focused on essential skills and vocabulary in order to boost student achievement in Science.
     Staff Responsible for Monitoring: Fifth grade teachers, MCLs
 	
     Title I:
 2.51, 2.53, 2.534
  - TEA Priorities:
 Recruit, support, retain teachers and principals
  - ESF Levers:
 Lever 5: Effective Instruction
 Problem Statements: Demographics 2				

Strategy 2 Details	Reviews			
Strategy 2: Fifth Grade teachers will analyze assessment data including NWEA MAP, CFAs, Vocabulary Quizzes, or daily exit tickets to create student groups where tailored instructional approaches and interventions can be utilized.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: As teachers gain a deeper understanding of student needs, they can more effectively adjust instruction, offer targeted support or enrichment, and drive student growth.
     Staff Responsible for Monitoring: Fifth grade teachers, MCLs
 	
     Title I:
 2.51
  - TEA Priorities:
 Recruit, support, retain teachers and principals
  - ESF Levers:
 Lever 5: Effective Instruction
 Problem Statements: Demographics 2				

Strategy 3 Details	Reviews			
Strategy 3: Student progress in CFAs, benchmark assessments and district assessments will be documented using the campus Data Tracker as well as student individual trackers in order to build student ownership of learning, and informing RTI and enrichment efforts.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will reflect on the effectiveness of instructional strategies. Students will understand their progress, set goals and become accountable for their learning.				
Staff Responsible for Monitoring: Fifth grade teachers, MCLs, admin				
Title I: 2.51 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 15 Problem Statements:

Demographics
Problem Statement 2: Teachers must implement the most effective methods and interventions in order to provide comprehensive support and equitable learning experiences for ALL students. **Root Cause**: Interventions have been inconsistently implemented.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 16: The percentage of 6th grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 55% to 60% by June 2026.

> **Evaluation Data Sources:** RLA STAAR

Strategy 1 Details	Reviews			
Strategy 1: Utilize PLC time to align instructional materials and practices using Amplify and the MISD RLA Instructional Framework in order to plan for effective and rigorous Tier I instruction, and establish focus TEKS essential to each unit.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will plan and deliver rigorous, targeted instruction focused on essential skills in order to boost student achievement. **Staff Responsible for Monitoring:** Sixth grade teachers, MCLs **Title I:** 2.51, 2.52, 2.53, 2.534 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Sixth Grade teachers will analyze assessment data including NWEA MAP, iReady, CFAs, or daily exit tickets to create student groups where tailored instructional approaches and interventions can be utilized.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: As teachers gain a deeper understanding of student needs, they can more effectively adjust instruction, offer targeted support or enrichment, and drive student growth.				
Staff Responsible for Monitoring: Sixth grade teachers, MCLs				
Title I: 2.51, 2.52, 2.53, 2.534 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				
Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 1				
Funding Sources: - 211 Title 1				

Strategy 3 Details	Reviews			
Strategy 3: Student progress in CFAs, benchmark assessments and district assessments will be documented using the campus Data Tracker as well as student individual trackers in order to build student ownership of learning, and informing RTI and enrichment efforts.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will reflect on the effectiveness of instructional strategies. Students will understand their progress, set goals and become accountable for their learning.				
Staff Responsible for Monitoring: Sixth grade teachers, MCLs, admin				
Title I: 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				
Problem Statements: School Processes & Programs 1				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 16 Problem Statements:

Demographics
Problem Statement 2: Teachers must implement the most effective methods and interventions in order to provide comprehensive support and equitable learning experiences for ALL students.   **Root Cause**: Interventions have been inconsistently implemented.

Student Learning
Problem Statement 2: All classrooms and content areas should exceed a minimum of 50% median student growth percentile on NWEA MAP by EOY 2025-26?   **Root Cause**: Student data trackers for intervention as well as enrichment need to be implemented in order for each classroom and content area to reach 50% median student growth percentile according to EOY NWEA MAP 2025-2026.

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 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 17: The percentage of 6th grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 38% to 48% by June 2026.

Evaluation Data Sources: Math STAAR

Strategy 1 Details	Reviews			
Strategy 1: Utilize PLC time to align instructional materials and practices using STEMscopes and the MISD Math Instructional Framework in order to plan for effective and rigorous Tier I instruction.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will deliver a horizontally aligned, viable curriculum to ensure rigorous and equitable instruction across the grade level. **Staff Responsible for Monitoring:** Sixth grade teachers, MCLs **Title I:** 2.51 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2				

Strategy 2 Details	Reviews			
Strategy 2: Sixth Grade teachers will analyze assessment data including NWEA MAP, iReady, CFAs, or daily exit tickets to create daily Math Review Do Now spiral assignments and student groups for intervention/enrichment.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: As teachers gain a deeper understanding of student needs, they can more effectively adjust instruction, offer targeted support or enrichment, and drive student growth. **Staff Responsible for Monitoring:** Sixth grade teachers, MCLs **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 2 **Funding Sources:** - 211 Title 1				

Strategy 3 Details	Reviews			
Strategy 3: Student progress in CFAs, benchmark assessments and district assessments will be documented using the campus Data Tracker as well as student individual trackers in order to build student ownership of learning, and informing RTI and enrichment efforts.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will reflect on the effectiveness of instructional strategies. Students will understand their progress, set goals and become accountable for their learning. **Staff Responsible for Monitoring:** Sixth grade teachers, MCLs, admin **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 17 Problem Statements:

Demographics
Problem Statement 2: Teachers must implement the most effective methods and interventions in order to provide comprehensive support and equitable learning experiences for ALL students.   **Root Cause**: Interventions have been inconsistently implemented.

Student Learning
Problem Statement 2: All classrooms and content areas should exceed a minimum of 50% median student growth percentile on NWEA MAP by EOY 2025-26?   **Root Cause**: Student data trackers for intervention as well as enrichment need to be implemented in order for each classroom and content area to reach 50% median student growth percentile according to EOY NWEA MAP 2025-2026.

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 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 18: By June 2026, the percentage of dyslexia students who meet or exceed grade-level expectations will increase by 3 percentage points on district/state assessments.

Strategy 1 Details				Reviews			
Strategy 1: Implement daily, evidence-based small group interventions targeting phonological awareness, decoding, and fluency. **Staff Responsible for Monitoring:** dyslexia teacher, teacher, and principal				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy 2 Details				**Reviews**			
Strategy 2: Ensure all eligible students consistently receive state-mandated dyslexia services as outlined in their individualized intervention plans, with fidelity of implementation monitored by campus administration.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy 3 Details				**Reviews**			
Strategy 3: Ensure identified students consistently receive and use their dyslexia accommodations across all instructional settings.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**

○ No Progress   ⭕ Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 2: Board Goal B: The District and all Campuses maintaining a B or above in Domain I of the Texas A-F Accountability System.

Performance Objective 1: The percentage of campuses who score a B or higher in Domain 1 will increase from % to % by June 2026.

    Evaluation Data Sources: STAAR RLA, Math & Science

Strategy 1 Details	Reviews			
Strategy 1: Santa Rita Elementary will improve overall student achievement by promoting a positive school culture which includes high expectations for all and various opportunities for student recognition.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Our team will cultivate a growth mindset and a belief that all students can succeed.
 Student celebrations for academic achievements and growth will contribute to a positive school culture.
     Staff Responsible for Monitoring: Teachers, admin
 	
     Title I:
 2.51, 2.52
  - **TEA Priorities:**
 Build a foundation of reading and math
  - **ESF Levers:**
 Lever 3: Positive School Culture
     Problem Statements: Demographics 1				

Strategy 2 Details	Reviews			
Strategy 2: Santa Rita Elementary will improve overall student achievement by strengthening instructional practices using data-driven instruction.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Teachers will use formative and summative assessment data to identify gaps and tailor instruction.
     Staff Responsible for Monitoring: Teachers, admin
 	
     Title I:
 2.51, 2.52
  - **TEA Priorities:**
 Build a foundation of reading and math
  - **ESF Levers:**
 Lever 5: Effective Instruction
     Problem Statements: Demographics 2 - Student Learning 1
     Funding Sources: - 211 Title 1				

Strategy 3 Details	Reviews			

Strategy 3: Santa Rita Elementary will improve overall student achievement by providing a safe and inclusive learning environment to support student overall well-being.
    Strategy's Expected Result/Impact: Students will feel safe, respected, and included regardless of background.
    Staff Responsible for Monitoring: Teachers, admin
 	
    Title I:
2.52, 2.53, 2.531, 2.533
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 3: Positive School Culture
    Problem Statements: Demographics 1 - School Processes & Programs 1
    Funding Sources: - 211 Title 1
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**

No Progress   Accomplished   Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Daily student attendance increased to 94%, but still below the campus goal for 2024-2025 of 95%.   **Root Cause**: Students and families who do not feel engaged or connected to the school environment may have lower attendance rates.
Problem Statement 2: Teachers must implement the most effective methods and interventions in order to provide comprehensive support and equitable learning experiences for ALL students.   **Root Cause**: Interventions have been inconsistently implemented.

Student Learning
Problem Statement 1: Student progress in STAAR Reading and Math among 4th-6th grade students fell short of the campus goal of 85%.   **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 all students.

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 3: Board Goal C: 100% of students graduating college-, career-, or military- ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.

Performance Objective 1: By May 2026, 100% of students in grades K-5 will participate in at least two college, career, or military exploration activities.

Evaluation Data Sources: Calendar of events

Strategy 1 Details	Reviews			
Strategy 1: The school will host a campus-wide Career Day designed to expose students to a diverse range of professions.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Career Day will broaden students' awareness of future college, career, and military pathways through exposure to a variety of professions. **Staff Responsible for Monitoring:** Counselor **Title I:** 2.532 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 3	**Nov**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: The school will host a College & Career Spirit Week designed to immerse students in exploring post-secondary pathways.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student awareness of post-secondary opportunities will increase through participation in discussions, mini-lessons and theme dress-up days. **Staff Responsible for Monitoring:** Counselor **Title I:** 2.532 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	**Nov**	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Teachers and students will wear college spirit shirts weekly in order to foster a college-going culture and increase awareness of college and career readiness goals.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Student awareness of post-secondary opportunities will increase through participation in discussions and exposure to a variety of colleges. **Staff Responsible for Monitoring:** Teachers, admin **Title I:** 2.532 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

No Progress   Accomplished   Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Daily student attendance increased to 94%, but still below the campus goal for 2024-2025 of 95%.   **Root Cause**: Students and families who do not feel engaged or connected to the school environment may have lower attendance rates.
Perceptions
Problem Statement 3: Parent engagement among all families needs to increase.   **Root Cause**: Allow parents to respond or initiate communication (not just receive it).

Goal 4: Board Goal D: All students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ(LOCAL), and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS).

Performance Objective 1: The percentage of students who are taught by a high-quality teacher who is rigorously coached and regularly evaluated on the Board's adopted Student Outcomes will increase from % to % by the end of June 2026.

    Evaluation Data Sources: TTESS data, School Mint data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will engage in ongoing support from instructional coaches, including modeled strategies, lesson observations, and actionable feedback to enhance instruction.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teacher capacity and effectiveness will increase resulting in improved student outcomes. **Staff Responsible for Monitoring:** Teachers, admin **Title I:** 2.52, 2.534 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 **Funding Sources:** - 211 Title 1				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will engage in ongoing, data-informed professional learning including TLAC strategies in order to support specific instructional areas of need.		Formative			Summative
		Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Targeted professional learning will lead to more focused and responsive teaching, ultimately improving student outcomes and supporting teacher retention. **Staff Responsible for Monitoring:** Teachers, admin **Title I:** 2.52, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 1, 2 **Funding Sources:** - 211 Title 1					

Strategy 3 Details		Reviews			
Strategy 3: Instructional leaders will conduct classroom walkthroughs and formal evaluations, followed by actionable feedback aligned to instructional goals and teacher development needs.		Formative			Summative
		Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Trends observed through walkthroughs and evaluations can inform school-wide PD planning, coaching cycles, and resource allocation. **Staff Responsible for Monitoring:** MCLs, admin **Title I:** 2.52, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 4 - Perceptions 4					

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Daily student attendance increased to 94%, but still below the campus goal for 2024-2025 of 95%. **Root Cause**: Students and families who do not feel engaged or connected to the school environment may have lower attendance rates.

Demographics

Problem Statement 2: Teachers must implement the most effective methods and interventions in order to provide comprehensive support and equitable learning experiences for ALL students. **Root Cause**: Interventions have been inconsistently implemented.

Student Learning

Problem Statement 4: The current professional learning schedule led to missed opportunities in both student learning outcomes and professional growth for teachers. **Root Cause**: There is a need for a systematic approach to leveraging academic coaches effectively to enhance instructional quality, support differentiated professional development, and extend student learning in meaningful and equitable ways.

Perceptions

Problem Statement 4: 3rd-6th grades need to perform at or above the state in Reading, Math and Science STAAR in Meets & Masters levels. **Root Cause**: The campus added Dual Language program in 2024-25 adding 200 new students to the campus.