

Midland Independent School District



Henderson Elementary

Accountability Rating: C

Distinction Designation:

Academic Achievement in Mathematics, Top 25 Percent:

Comparative Academic Growth

2025-2026 Campus Improvement Plan

Mission Statement

Henderson Tigers show their tiger pride by displaying patience, respect, integrity, determination, and excellence in all aspects of their lives.

Vision

Henderson Elementary, in partnership with families, will ensure a maximum educational experience for all students so they will learn to think critically and apply the knowledge and skills necessary to become successful and productive citizens.

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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 High Priority HB3 Goal

The percentage of PreK students performing at grade level in ELAR will remain at 100% by June 2026.
The percentage of PreK students performing at grade level in Math will remain at 100% by June 2026.

Evaluation Data Source: CLI

Strategy 1

The PreK teacher will engage in ongoing campus-based professional learning to enhance best practices in the classroom using Get Better Faster and Teach Like a Champion strategies such as Means of Participation.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Strategy 2

The PreK teacher will continue to engage in district led CLI training and monthly PLCs provided by the Early Childhood Services department.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Strategy 3

The PreK teacher implement the early literacy framework and progress monitoring in PreK, emphasizing daily intentional instruction in phonological awareness, vocabulary development, oral language, print awareness, foundational math concepts, numeracy, play exploration, number sense, and counting.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Performance Objective 2 High Priority HB3 Goal

The percentage of Kinder students performing at grade in ELAR will increase from 74 % to 94 % by June

2026. (mCLASS) The percentage of Kinder students performing at grade in ELAR will increase from 20% to 90% by June 2026. (iREADY) The percentage of Kinder students performing at grade level in Math will increase from 4% to 90% by June 2026. (iREADY)

Evaluation Data Source: mCLASS & iREADY

Strategy 1

Henderson teachers will engage daily PLCs, with a focus on lesson internalization. Teachers will ensure they used varied means of participation to increase student engagement through structured collaborative activities in reading and math.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Strategy 2

Teachers will utilize Henderson Data protocols to identify procedural and conceptual gaps. The Kinder MCL will collaborate with teachers to rehearse critical parts of the lesson reteach that lead up to the highest leverage task and ensure increased student mastery.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Strategy 3

Teachers will use Daily Mastery Trackers to inform daily small-group instruction to address learning gaps in that day's lesson. Teachers will utilize small group time with fidelity to ensure they are addressing student misconceptions daily.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Performance Objective 3 High Priority HB3 Goal

The percentage of 1st grade students performing at grade in ELAR will increase from 46% to 56% by June 2026. (mCLASS) The percentage of 1st grade students performing at grade in ELAR will increase from 18% to 65% by June 2026. (iREADY) The percentage of 1st grade students performing at grade level in Math will increase from 4% to 70% by June 2026.

Evaluation Data Source: mCLASS & iREADY

Strategy 1

Henderson teachers will engage in daily PLCs, focusing on lesson internalization and rehearsals. Teachers will plan together and utilize all components of the curriculum with fidelity.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Strategy 2

Teachers will utilize Henderson Data protocols to identify procedural and conceptual gaps. They will use campus data trackers to monitor student progress toward goals. Teachers will engage in daily rehearsals of critical parts of their lessons that lead up to the highest leverage task.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Strategy 3

First grade teachers will use Daily Mastery Trackers to inform daily small-group instruction to address learning gaps in that day's lesson. All exit tickets will be aligned to the rigor of the TEK.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Strategy 4

The first grade teachers will use the reading skills program with fidelity. Teachers will receive ongoing coaching and observations with feedback specific to skills block implementation.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Performance Objective 4 High Priority HB3 Goal

The percentage of 2nd grade students performing at grade in ELAR will increase from 49% to 69% by June 2026. (mCLASS) The percentage of 2nd grade students performing at grade in ELAR will increase from 12% to 60% by June 2026. (iREADY) The percentage of 2nd students performing at grade level in Math will increase from 5% to 70% by June 2026.

Evaluation Data Source: mCLASS & iREADY

Strategy 1

Henderson teachers will engage in daily PLCs, focusing on proper utilization of curriculum resources. Teachers will receive ongoing coaching on implementation of the reading skills program.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Strategy 2

Teachers will utilize Henderson Data protocols to identify procedural and conceptual gaps. They will use campus data trackers to monitor student progress toward goals.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Strategy 3

Teachers will use Daily Mastery Trackers to inform daily small-group instruction to address learning gaps in that day's lesson. All exit tickets will be aligned to the rigor of the TEK.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Strategy 4

Teachers will engage in ongoing training on Get Better Faster and Teach Like a Champion strategies to increase student engagement and understanding of essential concepts and skills. Teachers will receive weekly observations and feedback to improve utilization of those strategies.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Performance Objective 5 High Priority

The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 50% to 55% by June 2026. The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 26% to 40% by June 2026.

Evaluation Data Source: STAAR

Strategy 1

Henderson teachers will engage in daily PLCs, focusing on lesson internalization and rehearsals. Teachers will color-code their lesson plan internalization documents to show the daily use of Get Better Faster and Teach Like a Champion strategies ensuring increased student engagement.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Strategy 2

Teachers will use Daily Mastery Trackers to inform daily small-group instruction to address learning gaps in that day's lesson. All exit tickets will be aligned to the rigor of the TEK.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Strategy 3

The math teacher will receive ongoing training for differentiation of math strategies, including restating the problem and CUBES strategies. The teacher will receive weekly observations and feedback for refinement of strategy implementation.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Performance Objective 6 High Priority

The percentage of 4th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by June 2026. The percentage of 4th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 28% to 45% by June 2026.

Evaluation Data Source: STAAR

Strategy 1

Henderson teachers will engage in daily PLCs, focusing on lesson internalization and rehearsals. Teacher lesson plans will reflect the daily use of Get Better Faster and Teach Like a Champion strategies.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Strategy 2

Teachers will use Daily Mastery Trackers to inform daily small-group instruction to address learning gaps in that day's lesson. All exit tickets will be aligned to the rigor of the TEK.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Strategy 3

Teachers will receive weekly observations and feedback, including biweekly coaching sessions to further refine the implementation of best practices, Get Better Faster, Teach Like a Champion strategies.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Strategy 4

The math teacher will receive ongoing training for differentiation of math strategies, including restating the problem and CUBES strategies. The teacher will receive weekly observations and feedback for refinement of strategy implementation.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Performance Objective 7 High Priority

The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 30% to 55% by June 2026. The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 33 % to 48% by June 2026.

Evaluation Data Source: STAAR

Strategy 1

Henderson teachers will engage in daily PLCs, focusing on lesson internalization and rehearsals. Teacher lesson plans will reflect the daily use of Get Better Faster and Teach Like a Champion strategies.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Strategy 2

Teachers will use Daily Mastery Trackers to inform daily small-group instruction to address learning gaps in that day's lesson. All exit tickets will be aligned to the rigor of the TEK.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Strategy 3

Teachers will receive weekly observations and feedback, including biweekly coaching sessions to further refine the implementation of best practices, Get Better Faster, Teach Like a Champion strategies.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Strategy 4

Teachers will track mastery of essential concepts of our special education students, African American students, and Emerging Bilingual students.

TEA Priorities: Improve low-performing schools

Performance Objective 8 **High Priority**

The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Science STAAR assessment will increase from 19% to 40% by June 2026.

Evaluation Data Source: STAAR

Strategy 1

Henderson teachers will engage in daily PLCs, focusing on lesson internalization and rehearsals. Teacher lesson plans will reflect the daily use of Get Better Faster and Teach Like a Champion strategies.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Strategy 2

Teachers will use Daily Mastery Trackers to inform daily small-group instruction to address learning gaps in that day's lesson. All exit tickets will be aligned to the rigor of the TEK.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Strategy 3

Teachers will receive weekly observations and feedback, including biweekly coaching sessions to further refine the implementation of best practices, Get Better Faster, Teach Like a Champion strategies.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Performance Objective 9 **High Priority**

The percentage of 6th -grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 39% to 50% by June 2026. The percentage of 6th -grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 36 % to 50% by June 2026.

Evaluation Data Source: STAAR

Strategy 1

Henderson teachers will engage in daily PLCs, focusing on lesson internalization and rehearsals. Teacher lesson plans will reflect the daily use of Get Better Faster and Teach Like a Champion

strategies.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Strategy 2

Teachers will use Daily Mastery Trackers to inform daily small-group instruction to address learning gaps in that day's lesson. All exit tickets will be aligned to the rigor of the TEK.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Strategy 3

Teachers will receive weekly observations and feedback, including biweekly coaching sessions to further refine the implementation of best practices, Get Better Faster, Teach Like a Champion strategies.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Performance Objective 10

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

Implement daily, evidence-based small group interventions targeting phonological awareness, decoding, and fluency.

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.

Strategy 3

Ensure identified students consistently receive and use their dyslexia accommodations across all instructional settings.

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 High Priority HB3 Goal

The campus Domain I- student achievement score will increase from 39% to 50% by June 2026.

Evaluation Data Source: TEA Accountability Report

Strategy 1

Henderson teachers will receive ongoing training in routines, procedures, and best practices using Leader in Me to ensure students maximize time in the classroom.

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 2

Henderson will conduct regular drills and implement safety measures to ensure a safe and secure environment for all students.

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 3

Henderson will implement strategies and incentives to improve student attendance leading to increased student achievement.

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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 the end of the 2025-2026 school year, 100% of Henderson students will participate in campus-wide College and Career awareness activities. Activities will include a college and career spirit dress and knowledge week, a monthly college shirt spirit day with a learning warm-up activity, and sessions to learn more about college, career, and military options.

Evaluation Data Source: School calendar

Strategy 1

The school counselor will organize and lead a career, college, and military spirit dress-up week. During the morning announcement and warm-up, students will engage in classroom trivia and learning activities each day.

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Strategy 2

Henderson students will have a monthly college spirit shirt day. The counselor will utilize the morning announcements to challenge students to trivia questions which students will complete during their morning warm-up with their teacher.

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Strategy 3

100% of 6th-grade students will participate in a college, career, and military learning day. Students will make connections to real-world people working in fields they are interested in. Students will also participate in monthly C3 learning experiences.

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

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 High Priority HB3 Goal

The percentage of students who are taught by a high-quality teacher who rigorously coached and evaluate on the Board's adopted Student Outcomes will increase from 45% to 100% by the end of June 2026.

Evaluation Data Source: TAPR

Strategy 1

Henderson will expand the reach of our Opportunity Culture team and provide ongoing coaching, co-teaching, lesson modeling and support for planning processes through PLCs.

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Strategy 2

Henderson teachers will engage in daily PLCs, focusing on lesson internalization and rehearsals. Teacher lesson plans will reflect the daily use of Get Better Faster and Teach Like a Champion strategies.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Strategy 3

Henderson Reach Associates will support MCLs so that other teachers will receive weekly observations and feedback, including biweekly coaching sessions to further refine the implementation of best practices, Get Better Faster, Teach Like a Champion strategies.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction