Midland Independent School District

Santa Rita Elementary

2026-2027 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: 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 level in ELAR will increase from 78% to 94% by June 2027.
The percentage of PreK students performing at grade level in Math will increase from 88% to 100% by June 2027.

Evaluation Data Sources: CLI

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Pre-K teaching staff will implement structured and intentional activities designed to develop targeted phonological awareness and foundational math skills. Instruction will incorporate engaging, hands-on learning experiences that allow students to actively practice and apply these skills in meaningful, developmentally appropriate ways. These activities will foster student engagement while building a strong foundation for early literacy and numeracy development. **Strategy's Expected Result/Impact:** Student learning and growth in phonological awareness and Math skills will increase. **Staff Responsible for Monitoring:** Prek teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 2, 3 **Funding Sources:** - 211 Title 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Pre-K teachers will provide targeted small group instruction that allows for close interaction with students to address specific phonological awareness and foundational math skills. Instruction will be differentiated based on individual student needs, ensuring that each child receives focused support and opportunities to practice and strengthen these skills in an engaging and developmentally appropriate manner. **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 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2 - School Processes & Programs 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Student progress on CFAs and CLI assessments will be consistently monitored using the campus Data Tracker to evaluate progress toward campus goals. This data will be used to inform instructional decisions, guide RTI interventions, and provide targeted enrichment opportunities to support all learners. **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 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Reading achievement in grades PK-6th lagged in comparison to Math achievement. **Root Cause**: Close monitoring of classroom instruction is needed in order to support Reading teachers and ensure students receive high-quality instruction.

School Processes & Programs

Problem Statement 2: Instructional time is not consistently optimized to support core instruction and intervention needs. **Root Cause**: Lesson preparation, delivery and data reflection systems need to be in effect and monitored for effectiveness.

Problem Statement 3: Reading achievement is below state average. **Root Cause**: Staff requires ongoing professional learning to improve teachers' implementation of research-based reading strategies, data analysis practices, and differentiated instruction to increase student reading proficiency.

Goal 1: Board Goal A: 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 Kinder students performing at grade in ELAR will increase from 77% to 80% by June 2027. (mCLASS)
The percentage of Kinder students performing at grade in ELAR will increase from 83% to 85% by June 2027. (iREADY)
The percentage of Kinder students performing at grade level in Math will increase from 70% to 75% by June 2027. (iREADY)

Evaluation Data Sources: mCLASS, iReady

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will consistently implement Teach Like a Champion (TLAC) strategies aligned to the Arc of the Year, utilizing the pacing guide and unit maps to ensure thorough internalization of content and lesson delivery. **Strategy's Expected Result/Impact:** Teachers will strengthen Tier I instructional delivery and improve student outcomes. **Staff Responsible for Monitoring:** MCLs,, TRT, Admin **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2 - School Processes & Programs 1 **Funding Sources:** - 199 Local				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will review and analyze student data on a biweekly basis using formative and summative assessments to monitor student progress and inform instructional decisions. **Strategy's Expected Result/Impact:** Student data will be utilized to help teachers make instructional adjustments resulting in a boost in student achievement. **Staff Responsible for Monitoring:** MCLs, TRT, Admin **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 2 **Funding Sources:** - 211 Title 1, - 199 Local				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Small Group will be driven by data from PLC work, where teachers will create groups that are fluid and include exit tickets for mastery. Student progress will be tracked and monitored weekly using the campus online spreadsheet. **Strategy's Expected Result/Impact:** Small group instruction will remain fluid and enable teachers to identify learning gaps, provide targeted interventions, and implement instructional adjustments that accelerate student growth and achievement. **Staff Responsible for Monitoring:** MCLs, TRT, Admin **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 1, 2 **Funding Sources:** - 211 Title 1, - 199 Local				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Reading achievement in grades PK-6th lagged in comparison to Math achievement. **Root Cause**: Close monitoring of classroom instruction is needed in order to support Reading teachers and ensure students receive high-quality instruction.

School Processes & Programs

Problem Statement 1: PLC and collaborative planning structures are not consistently focused on data-driven instructional improvement. **Root Cause**: RLA PLCs lack consistent agendas focused on student data and instructional adjustments

Problem Statement 2: Instructional time is not consistently optimized to support core instruction and intervention needs. **Root Cause**: Lesson preparation, delivery and data reflection systems need to be in effect and monitored for effectiveness.

Goal 1: Board Goal A: 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 1st grade students performing at grade in ELAR will increase from 71% to 72% by June 2027. (mCLASS)
The percentage of 1st grade students performing at grade in ELAR will increase from 76% to 78% by June 2027. (iREADY)
The percentage of 1st grade students performing at grade level in Math will increase from 71% to 74% by June 2027.(iREADY)

Evaluation Data Sources: mCLASS data, iReady

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will consistently implement Teach Like a Champion (TLAC) strategies aligned to the Arc of the Year, utilizing the pacing guide and unit maps to ensure thorough internalization of content and lesson delivery. **Strategy's Expected Result/Impact:** Teachers will strengthen Tier I instructional delivery and improve student outcomes. **Staff Responsible for Monitoring:** MCLs, TRT, Admin **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2 - School Processes & Programs 1 **Funding Sources:** - 211 Title 1, - 199 Local				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will review and analyze student data on a biweekly basis using formative and summative assessments to monitor student progress and inform instructional decisions. **Strategy's Expected Result/Impact:** Student data will be utilized to help teachers make instructional adjustments resulting in a boost in student achievement. **Staff Responsible for Monitoring:** MCLs, Admin **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 2 **Funding Sources:** - 211 Title 1, - 199 Local				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Small Group will be driven by data from PLC work, where teachers will create groups that are fluid and include exit tickets for mastery. Student progress will be tracked and monitored weekly using the campus online spreadsheet. **Strategy's Expected Result/Impact:** Small group instruction will remain fluid and enable teachers to identify learning gaps, provide targeted interventions, and implement instructional adjustments that accelerate student growth and achievement. **Staff Responsible for Monitoring:** MCLs, Admin **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 1, 2 **Funding Sources:** - 211 Title 1, - 199 Local				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 2: Reading achievement in grades PK-6th lagged in comparison to Math achievement. **Root Cause**: Close monitoring of classroom instruction is needed in order to support Reading teachers and ensure students receive high-quality instruction.

School Processes & Programs

Problem Statement 1: PLC and collaborative planning structures are not consistently focused on data-driven instructional improvement. **Root Cause**: RLA PLCs lack consistent agendas focused on student data and instructional adjustments

Problem Statement 2: Instructional time is not consistently optimized to support core instruction and intervention needs. **Root Cause**: Lesson preparation, delivery and data reflection systems need to be in effect and monitored for effectiveness.

Goal 1: Board Goal A: 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 2nd grade students performing at grade in ELAR will increase from 61% to 70% by June 2027. (mCLASS)
The percentage of 2nd grade students performing at grade in ELAR will increase from 50% to 70% by June 2027. (iREADY)
The percentage of 2nd students performing at grade level in Math will increase from 64% to 70% by June 2027.(iREADY)

Evaluation Data Sources: iReady, mCLASS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will consistently implement Teach Like a Champion (TLAC) strategies aligned to the Arc of the Year, utilizing the pacing guide and unit maps to ensure thorough internalization of content and lesson delivery. **Strategy's Expected Result/Impact:** Teachers will strengthen Tier I instructional delivery and improve student outcomes. **Staff Responsible for Monitoring:** MCLs, Admin **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 1 **Funding Sources:** - 211 Title 1, - 199 Local				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will review and analyze student data on a biweekly basis using formative and summative assessments to monitor student progress and inform instructional decisions. **Strategy's Expected Result/Impact:** Student data will be utilized to help teachers make instructional adjustments resulting in a boost in student achievement. **Staff Responsible for Monitoring:** MCLs, Admin **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 2 **Funding Sources:** - 211 Title 1, - 199 Local				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Small Group will be driven by data from PLC work, where teachers will create groups that are fluid and include exit tickets for mastery. Student progress will be tracked and monitored weekly using the campus online spreadsheet. **Strategy's Expected Result/Impact:** Small group instruction will remain fluid and enable teachers to identify learning gaps, provide targeted interventions, and implement instructional adjustments that accelerate student growth and achievement. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 1, 2 **Funding Sources:** - 211 Title 1, - 199 Local				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs

Problem Statement 1: PLC and collaborative planning structures are not consistently focused on data-driven instructional improvement. **Root Cause**: RLA PLCs lack consistent agendas focused on student data and instructional adjustments

Problem Statement 2: Instructional time is not consistently optimized to support core instruction and intervention needs. **Root Cause**: Lesson preparation, delivery and data reflection systems need to be in effect and monitored for effectiveness.

Goal 1: Board Goal A: 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 3rd-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 39% to 44% by June 2027.
The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 47% to 50% by June 2027.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will consistently implement Teach Like a Champion (TLAC) strategies aligned to the Arc of the Year, utilizing the pacing guide and unit maps to ensure thorough internalization of content and lesson delivery. **Strategy's Expected Result/Impact:** Teachers will strengthen Tier I instructional delivery and improve student outcomes. **Staff Responsible for Monitoring:** Teachers, MCLs, TRT, Admin **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** - 199 Local, - 211 Title 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will review and analyze student data on a biweekly basis using formative and summative assessments to monitor student progress and inform instructional decisions. Additional tracking will target campus high-focus groups. **Strategy's Expected Result/Impact:** Student data will be utilized to help teachers make instructional adjustments resulting in a boost in student achievement. **Staff Responsible for Monitoring:** MCLs, TRT, Admin **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 2 **Funding Sources:** - 211 Title 1, - 199 Local				

Strategy 3 Details	Reviews			
	Formative			Summative
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Strategy 3: Small Group will be driven by data from PLC work, where teachers will create groups that are fluid and include exit tickets for mastery. Student progress will be tracked and monitored weekly using the campus online spreadsheet. **Strategy's Expected Result/Impact:** Small group instruction will remain fluid and enable teachers to identify learning gaps, provide targeted interventions, and implement instructional adjustments that accelerate student growth and achievement. **Staff Responsible for Monitoring:** MCLs, TRT, Admin **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 1, 2 **Funding Sources:** - 211 Title 1, - 199 Local				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 1: Reading STAAR performance on the campus fell below state averages. **Root Cause**: Students demonstrate difficulty with comprehension, inferencing, and text analysis, which impacts their ability to meet STAAR Reading expectations.

School Processes & Programs

Problem Statement 1: PLC and collaborative planning structures are not consistently focused on data-driven instructional improvement. **Root Cause**: RLA PLCs lack consistent agendas focused on student data and instructional adjustments

Problem Statement 2: Instructional time is not consistently optimized to support core instruction and intervention needs. **Root Cause**: Lesson preparation, delivery and data reflection systems need to be in effect and monitored for effectiveness.

Goal 1: Board Goal A: 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 4th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 48% to 50% by June 2027.
The percentage of 4th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 54% to 57% by June 2027.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will consistently implement Teach Like a Champion (TLAC) strategies aligned to the Arc of the Year, utilizing the pacing guide and unit maps to ensure thorough internalization of content and lesson delivery. **Strategy's Expected Result/Impact:** Teachers will strengthen Tier I instructional delivery and improve student outcomes. **Staff Responsible for Monitoring:** MCLs, TRT, Admin **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 1 **Funding Sources:** - 211 Title 1, - 199 Local				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will review and analyze student data on a biweekly basis using formative and summative assessments to monitor student progress and inform instructional decisions. Additional tracking will target campus high-focus groups. **Strategy's Expected Result/Impact:** Student data will be utilized to help teachers make instructional adjustments resulting in a boost in student achievement. **Staff Responsible for Monitoring:** MCLs, TRT, Admin **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 2 **Funding Sources:** - 211 Title 1, - 199 Local				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Small Group will be driven by data from PLC work, where teachers will create groups that are fluid and include exit tickets for mastery. Student progress will be tracked and monitored weekly using the campus online spreadsheet. **Strategy's Expected Result/Impact:** Small group instruction will remain fluid and enable teachers to identify learning gaps, provide targeted interventions, and implement instructional adjustments that accelerate student growth and achievement.				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 1: PLC and collaborative planning structures are not consistently focused on data-driven instructional improvement. **Root Cause**: RLA PLCs lack consistent agendas focused on student data and instructional adjustments
Problem Statement 2: Instructional time is not consistently optimized to support core instruction and intervention needs. **Root Cause**: Lesson preparation, delivery and data reflection systems need to be in effect and monitored for effectiveness.

Goal 1: Board Goal A: 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 5th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 51% to 53% by June 2027.
The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 58% to 60% by June 2027.
The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Science STAAR assessment will increase from 27% to 37% by June 2027.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will consistently implement Teach Like a Champion (TLAC) strategies aligned to the Arc of the Year, utilizing the pacing guide and unit maps to ensure thorough internalization of content and lesson delivery. **Strategy's Expected Result/Impact:** Teachers will strengthen Tier I instructional delivery and improve student outcomes. **Staff Responsible for Monitoring:** MCLs, Admin **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2 - School Processes & Programs 1 **Funding Sources:** - 211 Title 1, - 199 Local				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will review and analyze student data on a biweekly basis using formative and summative assessments to monitor student progress and inform instructional decisions. Additional tracking will target campus high-focus groups. **Strategy's Expected Result/Impact:** Student data will be utilized to help teachers make instructional adjustments resulting in a boost in student achievement. **Staff Responsible for Monitoring:** MCLs, Admin **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 2 **Funding Sources:** - 211 Title 1, - 199 Local				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Small Group will be driven by data from PLC work, where teachers will create groups that are fluid and include exit tickets for mastery. Student progress will be tracked and monitored weekly using the campus online spreadsheet. **Strategy's Expected Result/Impact:** Small group instruction will remain fluid and enable teachers to identify learning gaps, provide targeted interventions, and implement instructional adjustments that accelerate student growth and achievement. **Staff Responsible for Monitoring:** MCLs, Admin **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 1, 2 **Funding Sources:** - 211 Title 1, - 199 Local				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 7 Problem Statements:

Student Learning

Problem Statement 2: Reading achievement in grades PK-6th lagged in comparison to Math achievement. **Root Cause**: Close monitoring of classroom instruction is needed in order to support Reading teachers and ensure students receive high-quality instruction.

School Processes & Programs

Problem Statement 1: PLC and collaborative planning structures are not consistently focused on data-driven instructional improvement. **Root Cause**: RLA PLCs lack consistent agendas focused on student data and instructional adjustments

Problem Statement 2: Instructional time is not consistently optimized to support core instruction and intervention needs. **Root Cause**: Lesson preparation, delivery and data reflection systems need to be in effect and monitored for effectiveness.

Goal 1: Board Goal A: 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 6th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 44% to 53% by June 2027.
The percentage of 6th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 38% to 45% by June 2027.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will consistently implement Teach Like a Champion (TLAC) strategies aligned to the Arc of the Year, utilizing the pacing guide and unit maps to ensure thorough internalization of content and lesson delivery. **Strategy's Expected Result/Impact:** Teachers will strengthen Tier I instructional delivery and improve student outcomes. **Staff Responsible for Monitoring:** MCLs, Admin **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2 - School Processes & Programs 1 **Funding Sources:** - 211 Title 1, - 199 Local				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will review and analyze student data on a biweekly basis using formative and summative assessments to monitor student progress and inform instructional decisions. Additional tracking will target campus high-focus groups. **Strategy's Expected Result/Impact:** Student data will be utilized to help teachers make instructional adjustments resulting in a boost in student achievement. **Staff Responsible for Monitoring:** MCLs, Admin **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 2 **Funding Sources:** - 211 Title 1, - 199 Local				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Small Group will be driven by data from PLC work, where teachers will create groups that are fluid and include exit tickets for mastery. Student progress will be tracked and monitored weekly using the campus online spreadsheet. **Strategy's Expected Result/Impact:** Small group instruction will remain fluid and enable teachers to identify learning gaps, provide targeted interventions, and implement instructional adjustments that accelerate student growth and achievement. **Staff Responsible for Monitoring:** MCLs, Admin				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 8 Problem Statements:

Student Learning
Problem Statement 2: Reading achievement in grades PK-6th lagged in comparison to Math achievement. **Root Cause**: Close monitoring of classroom instruction is needed in order to support Reading teachers and ensure students receive high-quality instruction.
School Processes & Programs
Problem Statement 1: PLC and collaborative planning structures are not consistently focused on data-driven instructional improvement. **Root Cause**: RLA PLCs lack consistent agendas focused on student data and instructional adjustments
Problem Statement 2: Instructional time is not consistently optimized to support core instruction and intervention needs. **Root Cause**: Lesson preparation, delivery and data reflection systems need to be in effect and monitored for effectiveness.

Goal 1: Board Goal A: 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: Enhance the fidelity of bilingual instructional platforms and resources to support language acquisition and content mastery for emergent bilingual students, increasing their performance level by 20%.

Evaluation Data Sources: STAAR, TELPAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will participate in targeted professional learning focused on effective bilingual instructional strategies, including sheltered instruction, language objectives, and strategies from programs such as TLAC and ELPS-aligned practices. **Strategy's Expected Result/Impact:** Teacher capacity will be strengthened in delivering rigorous, language-rich instruction that supports both academic achievement and language development. **Staff Responsible for Monitoring:** MCLs, TRT, Admin **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 3 **Funding Sources:** - 211 Title 1, - 199 Local				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will utilize student performance data from assessments, language proficiency measures, and classroom-based formative assessments to monitor progress of emergent bilingual students. **Strategy's Expected Result/Impact:** Teachers will analyze data, identify trends, and adjust instruction, interventions, and enrichment opportunities to ensure targeted support and accelerate student growth. **Staff Responsible for Monitoring:** MCLs, TRT, Admin **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 3 **Funding Sources:** - 211 Title 1, - 199 Local				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teachers will implement bilingual instructional platforms and high-quality curriculum resources with fidelity, ensuring consistent use of language supports such as visuals, sentence stems, and structured academic talk. **Strategy's Expected Result/Impact:** Instruction will support both language acquisition and content mastery which will support accelerating student growth. **Staff Responsible for Monitoring:** MCLs, TRT, Admin **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1, 3 **Funding Sources:** - 211 Title 1, - 199 Local				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 9 Problem Statements:

Student Learning

Problem Statement 1: Reading STAAR performance on the campus fell below state averages. **Root Cause**: Students demonstrate difficulty with comprehension, inferencing, and text analysis, which impacts their ability to meet STAAR Reading expectations.

Problem Statement 3: The number of students meeting reclassification (Exit) criteria needs to improve. **Root Cause**: There is a lack of structured routines for students to engage in daily/weekly language practice using Summit K12 pathways.

Goal 1: Board Goal A: 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: By June 2027, 100% of campuses will implement and monitor a comprehensive bullying prevention and response plan aligned with state law and district policy, resulting in a 10% decrease in bullying and cyberbullying incident reports, as measured by discipline data and climate survey results. All campuses will ensure proper documentation and follow-up procedures for any reports of bullying or retaliation, with evidence of compliance maintained through district audits.

Evaluation Data Sources: Discipline Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Santa Rita will deliver annual training for all staff and students on recognizing, preventing, and reporting bullying and cyberbullying. **Strategy's Expected Result/Impact:** Staff and students will develop a clear and consistent understanding of bullying and cyberbullying, enabling them to effectively prevent, identify, and report incidents. **Staff Responsible for Monitoring:** Counselor **Title I:** 2.52 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 1, 2, 3 - Perceptions 2 **Funding Sources:** - 199 Local				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Santa Rita PBIS Team will conduct monthly data reviews to identify trends, hotspots, and high-risk student groups related to student discipline, bullying and cyberbullying. **Strategy's Expected Result/Impact:** PBIS Team will share data with staff in order to adjust training for staff and/or students. **Staff Responsible for Monitoring:** PBIS Team **Title I:** 2.52 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 2 **Funding Sources:** - 199 Local				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Santa Rita will implement campus-wide recognition activities, such as World Kindness Day, to promote respect, empathy, inclusion, and positive peer interactions among students and staff. These activities will reinforce PBIS expectations, strengthen relationships, and support a positive campus culture where students feel safe, valued, and connected. **Strategy's Expected Result/Impact:** Increased student awareness and demonstration of respectful, empathetic, and inclusive behaviors. **Staff Responsible for Monitoring:** Counselor **Title I:** 2.52 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 2 **Funding Sources:** - 199 Local				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 10 Problem Statements:

Demographics

Problem Statement 1: The campus average daily attendance rate of 94.01% falls below the campus goal of 95%. **Root Cause**: Current attendance monitoring and intervention systems may lack early identification and timely response, allowing attendance issues to escalate.

Problem Statement 2: The most significant decline in student attendance occurred during the 3rd and 4th grading periods. **Root Cause**: Inconsistent implementation of attendance supports, and potential seasonal factors may be impacting student attendance during the 3rd & 4th grading periods (illness spikes, testing fatigue, weather, etc.).

Problem Statement 3: The number of student discipline referrals remains higher than desired. **Root Cause**: A disproportionate number of referrals occur during unstructured times (transitions, lunch, recess), indicating a need for improved procedures and active monitoring.

Perceptions

Problem Statement 2: According to K12 Climate Survey, parent and family perceptions indicate that student discipline is not consistently enforced for all students. **Root Cause**: Parents may not receive clear explanations of discipline decisions or consequences.

Goal 1: Board Goal A: 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: By June 2027, the percentage of dyslexia students who meet or exceed grade-level expectations will increase by 3 percentage points on district/state assessments.

Evaluation Data Sources: iReady, mCLASS, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will participate in targeted professional learning focused on effective dyslexia support strategies and structured literacy practices. **Strategy's Expected Result/Impact:** Teacher capacity will be strengthened in delivering rigorous, scaffolded literacy instruction that supports academic achievement. **Staff Responsible for Monitoring:** Dyslexia Teacher, Teachers, Admin **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1 - School Processes & Programs 3 **Funding Sources:** - 199 Local				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will review and analyze student data on a biweekly basis using formative and summative assessments to monitor student progress and inform instructional decisions. **Strategy's Expected Result/Impact:** Student data will be utilized to help teachers make instructional adjustments resulting in a boost in student achievement. **Staff Responsible for Monitoring:** MCLs, TRT, Admin **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 1 **Funding Sources:** - 211 Title 1, - 199 Local				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Small Group will be driven by data from PLC work, where teachers will create groups that are fluid and include exit tickets for mastery. Student progress will be tracked and monitored weekly using the campus online spreadsheet. **Strategy's Expected Result/Impact:** Small group instruction will remain fluid and enable teachers to identify learning gaps, provide targeted interventions, and implement instructional adjustments that accelerate student growth and achievement. **Staff Responsible for Monitoring:** MCLs, TRT, Admin **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 2 **Funding Sources:** - 211 Title 1, - 199 Local				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 11 Problem Statements:

Student Learning

Problem Statement 1: Reading STAAR performance on the campus fell below state averages. **Root Cause**: Students demonstrate difficulty with comprehension, inferencing, and text analysis, which impacts their ability to meet STAAR Reading expectations.

School Processes & Programs

Problem Statement 1: PLC and collaborative planning structures are not consistently focused on data-driven instructional improvement. **Root Cause**: RLA PLCs lack consistent agendas focused on student data and instructional adjustments

Problem Statement 2: Instructional time is not consistently optimized to support core instruction and intervention needs. **Root Cause**: Lesson preparation, delivery and data reflection systems need to be in effect and monitored for effectiveness.

Problem Statement 3: Reading achievement is below state average. **Root Cause**: Staff requires ongoing professional learning to improve teachers' implementation of research-based reading strategies, data analysis practices, and differentiated instruction to increase student reading proficiency.

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 2027.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Instructional coaches and administrators will conduct walkthroughs and provide feedback to ensure rigorous, standards-aligned instruction is consistently delivered using high-quality instructional materials. **Strategy's Expected Result/Impact:** Walk through data can be used to identify trends and gaps in classroom instruction, and utilized to plan for professional learning opportunities. **Staff Responsible for Monitoring:** MCLs, Admin **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 2, 3 **Funding Sources:** - 211 Title 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will receive training and support in implementing TLAC strategies according to the ARC of the Year plan in order to increase student participation and rigor. **Strategy's Expected Result/Impact:** Instructional effectiveness will be strengthened to reach a B or higher in Domain I. **Staff Responsible for Monitoring:** MCLs, Admin **Title I:** 2.51 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 2 **Funding Sources:** - 211 Title 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Campus leaders will implement a consistent system for analyzing Domain I indicators (student achievement data) using the campus online data tracker. **Strategy's Expected Result/Impact:** Campus leaders will use the data to help teachers identify trends, adjust instruction, and provide targeted interventions. **Staff Responsible for Monitoring:** MCLs, Admin **Title I:** 2.51, 2.53 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 1, 2 **Funding Sources:** - 211 Title 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Reading STAAR performance on the campus fell below state averages. **Root Cause**: Students demonstrate difficulty with comprehension, inferencing, and text analysis, which impacts their ability to meet STAAR Reading expectations.
Problem Statement 2: Reading achievement in grades PK-6th lagged in comparison to Math achievement. **Root Cause**: Close monitoring of classroom instruction is needed in order to support Reading teachers and ensure students receive high-quality instruction.

School Processes & Programs
Problem Statement 1: PLC and collaborative planning structures are not consistently focused on data-driven instructional improvement. **Root Cause**: RLA PLCs lack consistent agendas focused on student data and instructional adjustments
Problem Statement 2: Instructional time is not consistently optimized to support core instruction and intervention needs. **Root Cause**: Lesson preparation, delivery and data reflection systems need to be in effect and monitored for effectiveness.
Problem Statement 3: Reading achievement is below state average. **Root Cause**: Staff requires ongoing professional learning to improve teachers' implementation of research-based reading strategies, data analysis practices, and differentiated instruction to increase student reading proficiency.

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 2027, 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			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: All elementary students will consistently utilize student planners to record daily learning objectives, assignments, important dates, and teacher/parent communication. Teachers will explicitly model and monitor planner use daily, and campus leadership will provide ongoing support and expectations to ensure fidelity of implementation. **Strategy's Expected Result/Impact:** The use of student planners will promote student organization, accountability, and time management skills while also strengthening communication between school and home. **Staff Responsible for Monitoring:** Teachers, Admin **Title I:** 2.52 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 1 **Funding Sources:** - 211 Title 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: The school will host a College & Career Spirit Week designed to immerse students in exploring post-secondary pathways. **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:** 2.53 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 1 **Funding Sources:** - 199 Local				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
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. **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:** Counselor **Title I:** 2.53 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 1 **Funding Sources:** - 199 Local				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The campus average daily attendance rate of 94.01% falls below the campus goal of 95%. **Root Cause**: Current attendance monitoring and intervention systems may lack early identification and timely response, allowing attendance issues to escalate.

Perceptions

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

Goal 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 86% to 100% by the end of June 2027.

Evaluation Data Sources: TTESS data, Key Measureable Outcomes via ARC of the Year

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will engage in ongoing support from instructional coaches, including modeled strategies, lesson observations, and actionable feedback to enhance instruction. **Strategy's Expected Result/Impact:** Teacher capacity and effectiveness will increase resulting in improved student outcomes. **Staff Responsible for Monitoring:** MCLs, TRT, Admin **Title I:** 2.52 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 2, 3 **Funding Sources:** - 211 Title 1, - 199 Local				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will engage in ongoing, data-informed professional learning including in order to support specific instructional areas of need. **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:** MCLs, TRT, Admin **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1, 2, 3 **Funding Sources:** - 211 Title 1, - 199 Local				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Instructional leaders will conduct classroom walkthroughs and formal evaluations, followed by actionable feedback aligned to instructional goals and teacher development needs. **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, TRT, Admin **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership **Problem Statements:** School Processes & Programs 1, 2, 3 **Funding Sources:** - 211 Title 1, - 199 Local				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Reading STAAR performance on the campus fell below state averages. **Root Cause**: Students demonstrate difficulty with comprehension, inferencing, and text analysis, which impacts their ability to meet STAAR Reading expectations.

Problem Statement 2: Reading achievement in grades PK-6th lagged in comparison to Math achievement. **Root Cause**: Close monitoring of classroom instruction is needed in order to support Reading teachers and ensure students receive high-quality instruction.

Problem Statement 3: The number of students meeting reclassification (Exit) criteria needs to improve. **Root Cause**: There is a lack of structured routines for students to engage in daily/weekly language practice using Summit K12 pathways.

School Processes & Programs

Problem Statement 1: PLC and collaborative planning structures are not consistently focused on data-driven instructional improvement. **Root Cause**: RLA PLCs lack consistent agendas focused on student data and instructional adjustments

Problem Statement 2: Instructional time is not consistently optimized to support core instruction and intervention needs. **Root Cause**: Lesson preparation, delivery and data reflection systems need to be in effect and monitored for effectiveness.

Problem Statement 3: Reading achievement is below state average. **Root Cause**: Staff requires ongoing professional learning to improve teachers' implementation of research-based reading strategies, data analysis practices, and differentiated instruction to increase student reading proficiency.

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 2: Monthly professional learning sessions are provided to all Opportunity Culture Roles and Campus Instructional support roles with attendance of 80% or higher of required roles monthly.

Evaluation Data Sources: Agendas, Sign In Documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers working in Opportunity Culture Roles and campus leaders will consistently attend monthly professional learning sessions. **Strategy's Expected Result/Impact:** Participation in targeted professional development will enhance knowledge and increase effectiveness within leadership roles, strengthening the capacity of leaders to support high-quality instruction and drive improved student outcomes. **Staff Responsible for Monitoring:** MCLs, TRT, Admin **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership **Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 3 **Funding Sources:** - 211 Title 1, - 199 Local				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: The Opportunity Culture Team will conduct frequent classroom observations, provide actionable feedback, and monitor the implementation of campus instructional priorities. OC team members will use observation data to identify trends, celebrate successes, and provide targeted support through coaching and professional learning aligned with the ARC of the year framework. **Strategy's Expected Result/Impact:** Improved teacher effectiveness, instructional rigor, student engagement and achievement. **Staff Responsible for Monitoring:** MCLs, TRT **Title I:** 2.51, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: The OC Team will meet regularly to analyze campus performance data, monitor progress toward campus goals, and ensure implementation of identified improvement strategies. The team will utilize multiple data sources, including student achievement data, classroom walkthrough trends, assessment results, and feedback gathered during monthly professional learning sessions, to make informed decisions regarding instructional coaching, professional learning, and staff support. **Strategy's Expected Result/Impact:** Improved teacher capacity and implementation of effective instructional practices. **Staff Responsible for Monitoring:** MCLs, TRT, Admin **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership **Problem Statements:** Student Learning 1, 2 **Funding Sources:** - 199 Local, - 211 Title 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Reading STAAR performance on the campus fell below state averages. **Root Cause**: Students demonstrate difficulty with comprehension, inferencing, and text analysis, which impacts their ability to meet STAAR Reading expectations.
Problem Statement 2: Reading achievement in grades PK-6th lagged in comparison to Math achievement. **Root Cause**: Close monitoring of classroom instruction is needed in order to support Reading teachers and ensure students receive high-quality instruction.
Problem Statement 3: The number of students meeting reclassification (Exit) criteria needs to improve. **Root Cause**: There is a lack of structured routines for students to engage in daily/weekly language practice using Summit K12 pathways.
School Processes & Programs
Problem Statement 3: Reading achievement is below state average. **Root Cause**: Staff requires ongoing professional learning to improve teachers' implementation of research-based reading strategies, data analysis practices, and differentiated instruction to increase student reading proficiency.