

Midland Independent School District

Santa Rita Elementary

2023-2024 Formative Review with Notes

Accountability Rating: A

Distinction Designations:

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps



Mission Statement

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

Vision

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

Value Statement

Core Values

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

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Goals

Goal 1: Through the Student Experience, Growing & Developing Staff, and Engaging & Acting, the percentage of 3rd grade students who demonstrate grade level mastery by scoring at the Meets Grade Level Performance or above on the Reading STAAR assessment will increase from 36% to 44% by SY 2024 (Baseline: SY 2021 36%)

Through the Student Experience, Growing & Developing Staff, and Engaging & Acting, the percentage of 3rd grade students who demonstrate grade level mastery by scoring at the Meets Grade Level Performance or above on the Math STAAR assessment will increase from 32% to 40% by the end of school year 2024. (Baseline: SY 2021 32%)

Performance Objective 1: The percentage of Pre-Kindergarten students on track to develop understanding on a standards-based phonological awareness assessment will be 82% or above by the end of school year 2024




Strategy 1 Details	Reviews								
<p>Strategy 1: Student understanding will be assessed following whole group instruction and used to plan targeted, small group instruction on a daily basis.</p> <p>Strategy's Expected Result/Impact: Expected Result: Student understanding will be frequently assessed in order to provide feedback and clarity to maximize student learning. Impact: 82% of Pre-K students will be on track to develop understanding on a standards-based phonological awareness assessment according to CLI by end of May 2024.</p> <p>Staff Responsible for Monitoring: Literacy Strategist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	<table border="0"> <tr> <td data-bbox="1283 781 1381 927"> <p>Nov</p>  <p>25%</p> </td> <td data-bbox="1381 781 2028 927"> <p>November Evidence of Progress lesson plans, small group anecdotal notes</p> </td> </tr> <tr> <td data-bbox="1283 927 1381 987"> <p>Feb</p> </td> <td data-bbox="1381 927 2028 987"> <p>February Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1283 987 1381 1047"> <p>Apr</p> </td> <td data-bbox="1381 987 2028 1047"> <p>April Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1283 1047 1381 1107"> <p>June</p> </td> <td data-bbox="1381 1047 2028 1107"> <p>June Evidence of Progress</p> </td> </tr> </table>	<p>Nov</p>  <p>25%</p>	<p>November Evidence of Progress lesson plans, small group anecdotal notes</p>	<p>Feb</p>	<p>February Evidence of Progress</p>	<p>Apr</p>	<p>April Evidence of Progress</p>	<p>June</p>	<p>June Evidence of Progress</p>
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Strategy 2 Details	Reviews
<p>Strategy 2: Campus Leadership Team meets following each relevant assessment period to review data and determine the next action steps needed in order to maximize student growth and learning.</p> <p>Strategy's Expected Result/Impact: Expected Result: Leadership Team will monitor student progress in order to adjust coaching, intervention and/or enrichment plans. Impact: According to CLI data, 82% of Pre-K students will be on track to develop understanding on a standards-based phonological awareness assessment in Spring 2024.</p> <p>Staff Responsible for Monitoring: Literacy Strategist</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2</p>	<p>Nov November Evidence of Progress will review BOY and MOY data in January</p> <p> 20%</p> <p>Feb February Evidence of Progress</p> <p>Apr April Evidence of Progress</p> <p>June June Evidence of Progress</p>
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Goal 1: Through the Student Experience, Growing & Developing Staff, and Engaging & Acting, the percentage of 3rd grade students who demonstrate grade level mastery by scoring at the Meets Grade Level Performance or above on the Reading STAAR assessment will increase from 36% to 44% by SY 2024 (Baseline: SY 2021 36%)

Through the Student Experience, Growing & Developing Staff, and Engaging & Acting, the percentage of 3rd grade students who demonstrate grade level mastery by scoring at the Meets Grade Level Performance or above on the Math STAAR assessment will increase from 32% to 40% by the end of school year 2024. (Baseline: SY 2021 32%)

Performance Objective 2: The percentage of Kindergarten-2nd grade students who meet or exceed their individual growth goals in reading as measured by NWEA MAP will increase from 54% to 60% by the end of school year 2024.




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<p>Strategy 1: Master Calendar incorporates time for weekly Professional Learning Communities for teachers to internalize lessons and units, pace out Tier I instruction, and coordinate common formative assessments.</p> <p>Strategy's Expected Result/Impact: Expected Result: Teachers will have dedicated time to collaborate during PLCs using agendas and minutes for evidence. Impact: 60% of students in Kindergarten-2nd grades will meet or exceed their individual growth goals in Reading as measured by NWEA MAP in Spring 2024.</p> <p>Staff Responsible for Monitoring: MCLs, Literacy Strategies</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p>	<table border="0"> <tr> <td data-bbox="1297 634 1360 659">Nov</td> <td data-bbox="1535 634 1902 659">November Evidence of Progress</td> </tr> <tr> <td data-bbox="1276 667 1381 764"></td> <td data-bbox="1415 667 1997 724">Master Calendar, CFAs, PLC agendas, internalization documents</td> </tr> <tr> <td data-bbox="1304 789 1354 813">Feb</td> <td data-bbox="1535 789 1892 813">February Evidence of Progress</td> </tr> <tr> <td data-bbox="1304 846 1354 870">Apr</td> <td data-bbox="1562 846 1871 870">April Evidence of Progress</td> </tr> <tr> <td data-bbox="1297 902 1360 927">June</td> <td data-bbox="1562 902 1871 927">June Evidence of Progress</td> </tr> </table>	Nov	November Evidence of Progress		Master Calendar, CFAs, PLC agendas, internalization documents	Feb	February Evidence of Progress	Apr	April Evidence of Progress	June	June Evidence of Progress
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Through the Student Experience, Growing & Developing Staff, and Engaging & Acting, the percentage of 3rd grade students who demonstrate grade level mastery by scoring at the Meets Grade Level Performance or above on the Math STAAR assessment will increase from 32% to 40% by the end of school year 2024. (Baseline: SY 2021 32%)

Performance Objective 3: The percentage of 3rd grade students who demonstrate grade level mastery by scoring at the Meets Grade Level or above on a STAAR aligned district reading assessment will increase from 44% to 50% by the end of school year 2024.


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<p>Strategy 1: Master Calendar incorporates time for weekly Professional Learning Communities for teachers to internalize lessons and units, pace out Tier I instruction, and coordinate common formative assessments.</p> <p>Strategy's Expected Result/Impact: Expected Result: Teachers will have dedicated time to collaborate during PLCs using agendas and minutes for evidence. Impact: 50% of 3rd grade students will score at Meets Grade Level or above on STAAR in spring 2024.</p> <p>Staff Responsible for Monitoring: MCLs</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1</p>	<table border="0"> <tr> <td data-bbox="1276 634 1381 662">Nov</td> <td data-bbox="1535 634 1906 662">November Evidence of Progress</td> </tr> <tr> <td data-bbox="1276 667 1381 764"></td> <td data-bbox="1415 667 2001 727">Master Calendar, CFAs, PLC agendas, internalization documents</td> </tr> <tr> <td data-bbox="1304 789 1354 816">Feb</td> <td data-bbox="1535 789 1898 816">February Evidence of Progress</td> </tr> <tr> <td data-bbox="1304 846 1354 873">Apr</td> <td data-bbox="1562 846 1871 873">April Evidence of Progress</td> </tr> <tr> <td data-bbox="1297 902 1360 930">June</td> <td data-bbox="1562 902 1871 930">June Evidence of Progress</td> </tr> </table>	Nov	November Evidence of Progress		Master Calendar, CFAs, PLC agendas, internalization documents	Feb	February Evidence of Progress	Apr	April Evidence of Progress	June	June Evidence of Progress
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Through the Student Experience, Growing & Developing Staff, and Engaging & Acting, the percentage of 3rd grade students who demonstrate grade level mastery by scoring at the Meets Grade Level Performance or above on the Math STAAR assessment will increase from 32% to 40% by the end of school year 2024. (Baseline: SY 2021 32%)

Performance Objective 4: The percentage of Pre-Kindergarten students on track to develop understanding on a math standards-based math assessment will be 92% or above by the end of May 2024.


Strategy 1 Details	Reviews
<p>Strategy 1: Student understanding will be assessed following whole group instruction and used to plan targeted, small group instruction on a daily basis.</p> <p>Strategy's Expected Result/Impact: Expected Result: Student understanding will be frequently assessed in order to provide feedback and clarity to maximize student learning. Impact: At least 92% of Pre-K students will score on track on CLI by end of May 2024.</p> <p>Staff Responsible for Monitoring: Math Strategist</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Nov November Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;">  <p>30%</p> </div> <div> <p>lesson plans, small group anecdotal notes</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> Feb February Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> Apr April Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> June June Evidence of Progress </div> </div>







Strategy 2 Details	Reviews
<p>Strategy 2: Campus Leadership Team meets following each relevant assessment period to review data and determine the next action steps needed in order to maximize student growth and learning.</p> <p>Strategy's Expected Result/Impact: Expected Result: Leadership Team will monitor student progress in order to adjust coaching, intervention and/or enrichment plans. Impact: At least 92% of Pre-K students will score on track on CLI by end of May 2024.</p> <p>Staff Responsible for Monitoring: Literacy Strategist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: School Processes & Programs 1</p>	<p>Nov November Evidence of Progress will compare BOY and MOY data in January</p> <p>Feb February Evidence of Progress</p> <p>Apr April Evidence of Progress</p> <p>June June Evidence of Progress</p>
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Performance Objective 5: The percentage of Kindergarten-2nd grade students who meet or exceed their individual growth goals in math as measured by NWEA MAP will increase from 49 to 58% by the end of school year 2024.


Strategy 1 Details	Reviews
<p>Strategy 1: Master Calendar incorporates time for weekly Professional Learning Communities for teachers to identify and unpack priority TEKS and high leverage skills, create student assessments, and set team goals.</p> <p>Strategy's Expected Result/Impact: Expected Result: Teachers will have dedicated time to collaborate during PLCs using agendas and minutes for evidence. Impact: 58% of students in Kindergarten-2nd grades will meet or exceed their individual growth goals in Math as measured by NWEA MAP in Spring 2024.</p> <p>Staff Responsible for Monitoring: MCLs</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1</p>	<p>Nov November Evidence of Progress</p> <p> Master Calendar, CFAs, PLC agendas, internalization documents</p> <p>Feb February Evidence of Progress</p> <p>Apr April Evidence of Progress</p> <p>June June Evidence of Progress</p>







Strategy 2 Details	Reviews
<p>Strategy 2: Campus Leadership Team meets following each relevant assessment period to review data and determine the next action steps needed in order to maximize student growth and learning.</p> <p>Strategy's Expected Result/Impact: Expected Result: Leadership Team will monitor student progress in order to adjust coaching, intervention and/or enrichment plans. Impact: 58% of students in Kindergarten-2nd grades will meet or exceed their individual growth goals in Math as measured by NWEA MAP in Spring 2024.</p> <p>Staff Responsible for Monitoring: MCLs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 2</p>	<p>Nov November Evidence of Progress  Student data trackers, will review BOY and MOY data in January</p> <p>Feb February Evidence of Progress</p> <p>Apr April Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Teachers use a planning process during PLCs to analyze student work, identify trends in student misconceptions, determine the cause for the gap in learning a concept, and create an action plan for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Expected Result: Through collaboration, teachers will become more effective at identifying student strengths and weaknesses and responding accordingly. Impact: 58% of students in Kindergarten-2nd grades will meet or exceed their individual growth goals in Math as measured by NWEA MAP in Spring 2024.</p> <p>Staff Responsible for Monitoring: Math Strategist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress  PLC agendas and minutes, intervention plans, RTI data Majority of time spent in planning reading due to new curriculum</p> <p>Feb February Evidence of Progress</p> <p>Apr April Evidence of Progress</p> <p>June June Evidence of Progress</p>
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Goal 1: Through the Student Experience, Growing & Developing Staff, and Engaging & Acting, the percentage of 3rd grade students who demonstrate grade level mastery by scoring at the Meets Grade Level Performance or above on the Reading STAAR assessment will increase from 36% to 44% by SY 2024 (Baseline: SY 2021 36%)

Through the Student Experience, Growing & Developing Staff, and Engaging & Acting, the percentage of 3rd grade students who demonstrate grade level mastery by scoring at the Meets Grade Level Performance or above on the Math STAAR assessment will increase from 32% to 40% by the end of school year 2024. (Baseline: SY 2021 32%)

Performance Objective 6: The percentage of 3rd grade students who demonstrate grade level mastery by scoring at the Meets Grade Level Performance or above on a STAAR aligned district math assessment will increase from 44% to 50% by the end of school year 2024.




Strategy 1 Details	Reviews
<p>Strategy 1: Math Review is used as a daily spiraling tool to practice/reteach previously taught skills.</p> <p>Strategy's Expected Result/Impact: Expected Result: The spiraling of skills will help more students reach and retain what they are learning. Impact: At least 50% of 3rd grade students will score at Meets grade level performance or above on STAAR Math by Spring 2024.</p> <p>Staff Responsible for Monitoring: MCLs</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p>	<p>Nov November Evidence of Progress</p> <p> CFAs, PLC agendas, math review evidence, intervention data</p> <p>Feb February Evidence of Progress</p> <p>Apr April Evidence of Progress</p> <p>June June Evidence of Progress</p>





Strategy 2 Details	Reviews
<p>Strategy 2: Campus Leadership Team meets following each relevant assessment period to review data and determine the next action steps needed in order to maximize student growth and learning.</p> <p>Strategy's Expected Result/Impact: Expected Result: Leadership Team will monitor student progress in order to adjust coaching, intervention and/or enrichment plans. Impact: At least 50% of 3rd grade students will score at Meets grade level performance or above on STAAR Math by Spring 2024.</p> <p>Staff Responsible for Monitoring: MCLs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress  PLC agendas, Leadership agendas, student data trackers, STAAR 2023 data</p> <p>Feb February Evidence of Progress</p> <p>Apr April Evidence of Progress</p> <p>June June Evidence of Progress</p>
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Goal 2: Through the Student Experience, Growing & Developing Staff, and Engaging & Acting, the percentage of 4th-8th grade students who meet or accelerate their Reading STAAR Progress Measure will increase from 55% to 70% by the end of school year 2024. (Baseline: SY 2019 55%)

Through the Student Experience, Growing & Developing Staff, and Engaging & Acting,, the percentage of 4th-8th grade students who meet or exceed their Math STAAR Progress Measure will increase from 55% to 70% by the end of school year 2024. (Baseline: SY 2019 55%)

Performance Objective 1: The percentage of 4th-8th grade students who meet or exceed their Reading STAAR Progress Measure on a STAAR aligned district formative assessment will increase from 54% to 85% by the end of school year 2024.


Strategy 1 Details	Reviews										
<p>Strategy 1: Master Calendar incorporates time for weekly Professional Learning Communities for teachers to internalize lessons and units, pace out Tier I instruction, and coordinate common formative assessments.</p> <p>Strategy's Expected Result/Impact: Expected Result: Teachers will have dedicated time to collaborate during PLCs using agendas and minutes for evidence. Impact: 75% of students in 4th-8th grades will meet or exceed their Reading STAAR Progress Measure on a STAAR aligned district formative assessment by end of school year 2024.</p> <p>Staff Responsible for Monitoring: MCLs</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 3</p>	<table border="0"> <tr> <td data-bbox="1283 570 1381 597">Nov</td> <td data-bbox="1535 570 1902 597">November Evidence of Progress</td> </tr> <tr> <td data-bbox="1283 602 1381 704"></td> <td data-bbox="1415 602 1997 662">Master Calendar, CFAs, PLC agendas, internalization documents</td> </tr> <tr> <td data-bbox="1283 725 1381 753">Feb</td> <td data-bbox="1535 725 1896 753">February Evidence of Progress</td> </tr> <tr> <td data-bbox="1283 781 1381 808">Apr</td> <td data-bbox="1562 781 1869 808">April Evidence of Progress</td> </tr> <tr> <td data-bbox="1283 836 1381 863">June</td> <td data-bbox="1562 836 1869 863">June Evidence of Progress</td> </tr> </table>	Nov	November Evidence of Progress		Master Calendar, CFAs, PLC agendas, internalization documents	Feb	February Evidence of Progress	Apr	April Evidence of Progress	June	June Evidence of Progress
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June	June Evidence of Progress										





Strategy 2 Details	Reviews
<p>Strategy 2: Teachers use a planning process during PLCs to analyze student work, identify trends in student misconceptions, determine the cause for the gap in learning a concept, and create an action plan for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Expected Result: Through collaboration, teachers will become more effective at identifying student strengths and weaknesses and responding accordingly. Impact: 75% of students in 4th-8th grades will meet or exceed their Reading STAAR Progress Measure on a STAAR aligned district formative assessment by end of school year 2024.</p> <p>Staff Responsible for Monitoring: MCLs</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 3</p>	<p>Nov November Evidence of Progress PLC agendas and minutes, intervention plans, RTI data</p> <p>Feb February Evidence of Progress</p> <p>Apr April Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Campus Leadership Team meets following each relevant assessment period to review data and determine the next action steps needed in order to maximize student growth and learning.</p> <p>Strategy's Expected Result/Impact: Expected Result: Leadership Team will monitor student progress in order to adjust coaching, intervention and/or enrichment plans. Impact: 85% of students in 4th-8th grades will meet or exceed their Reading STAAR Progress Measure on a STAAR aligned district formative assessment by end of school year 2024.</p> <p>Staff Responsible for Monitoring: MCLs</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 2</p>	<p>Nov November Evidence of Progress PLC agendas, Leadership agendas, student data trackers</p> <p>Feb February Evidence of Progress</p> <p>Apr April Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 2: Through the Student Experience, Growing & Developing Staff, and Engaging & Acting, the percentage of 4th-8th grade students who meet or accelerate their Reading STAAR Progress Measure will increase from 55% to 70% by the end of school year 2024. (Baseline: SY 2019 55%)

Through the Student Experience, Growing & Developing Staff, and Engaging & Acting,, the percentage of 4th-8th grade students who meet or exceed their Math STAAR Progress Measure will increase from 55% to 70% by the end of school year 2024. (Baseline: SY 2019 55%)




Performance Objective 2: The percentage of 4th-8th grade students who meet or exceed their Math STAAR Progress Measure on a STAAR aligned district formative assessment will increase from 69% to 85% by the end of school year 2024.






Strategy 1 Details	Reviews
<p>Strategy 1: Master Calendar incorporates time for weekly Professional Learning Communities for teachers to identify and unpack priority TEKS and high leverage skills, create student assessments, and set team goals.</p> <p>Strategy's Expected Result/Impact: Expected Result: Teachers will have dedicated time to collaborate during PLCs using agendas and minutes for evidence. Impact: 75% of students in Kindergarten-2nd grades will meet or exceed their individual growth goals in Math as measured by NWEA MAP in Spring 2024.</p> <p>Staff Responsible for Monitoring: MCLs, MTRT</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress</p> <p> Master Calendar, CFAs, PLC agendas, internalization documents</p> <p>Feb February Evidence of Progress</p> <p>Apr April Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Teachers use a planning process during PLCs to analyze student work, identify trends in student misconceptions, determine the cause for the gap in learning a concept, and create an action plan for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Expected Result: Through collaboration, teachers will become more effective at identifying student strengths and weaknesses and responding accordingly. Impact: 85% of students in 4th-8th grades will meet or exceed their Reading STAAR Progress Measure on a STAAR aligned district formative assessment by end of school year 2024.</p> <p>Staff Responsible for Monitoring: MCLs, MTRT</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress PLC agendas and minutes, intervention plans, RTI data</p> <p>Feb February Evidence of Progress</p> <p>Apr April Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Campus Leadership Team meets following each relevant assessment period to review data and determine the next action steps needed in order to maximize student growth and learning.</p> <p>Strategy's Expected Result/Impact: Expected Result: Leadership Team will monitor student progress in order to adjust coaching, intervention and/or enrichment plans. Impact: 70% of students in Kindergarten-2nd grades will meet or exceed their individual growth goals in Math as measured by NWEA MAP in Spring 2024.</p> <p>Staff Responsible for Monitoring: MCLs, MTRT</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress PLC agendas, Leadership agendas, student data trackers</p> <p>Feb February Evidence of Progress</p> <p>Apr April Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 3: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation







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

Strategy 1 Details	Reviews								
<p>Strategy 1: Principal works with campus leaders through regularly scheduled collaborative sessions centered around effective coaching practices, student intervention plans and actionable steps to increase student and adult learning.</p> <p>Strategy's Expected Result/Impact: Expected Result: Campus Leaders and instructional staff will strengthen instructional practices. Impact: Student academic performance will improve across all grades, cultivating a culture of continuous improvement.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 3 - School Processes & Programs 1, 2</p>	<table border="0"> <tr> <td data-bbox="1283 423 1381 553"> <p>Nov</p>  <p>25%</p> </td> <td data-bbox="1415 423 1940 488"> <p>November Evidence of Progress Agenda minutes, student data, School Mint data</p> </td> </tr> <tr> <td data-bbox="1283 578 1381 610"> <p>Feb</p> </td> <td data-bbox="1415 578 1940 610"> <p>February Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1283 634 1381 667"> <p>Apr</p> </td> <td data-bbox="1415 634 1940 667"> <p>April Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1283 691 1381 724"> <p>June</p> </td> <td data-bbox="1415 691 1940 724"> <p>June Evidence of Progress</p> </td> </tr> </table>	<p>Nov</p>  <p>25%</p>	<p>November Evidence of Progress Agenda minutes, student data, School Mint data</p>	<p>Feb</p>	<p>February Evidence of Progress</p>	<p>Apr</p>	<p>April Evidence of Progress</p>	<p>June</p>	<p>June Evidence of Progress</p>
<p>Nov</p>  <p>25%</p>	<p>November Evidence of Progress Agenda minutes, student data, School Mint data</p>								
<p>Feb</p>	<p>February Evidence of Progress</p>								
<p>Apr</p>	<p>April Evidence of Progress</p>								
<p>June</p>	<p>June Evidence of Progress</p>								

Strategy 2 Details	Reviews
<p>Strategy 2: Additional student support opportunities will be delivered for intervention and enrichment of learning.</p> <p>Strategy's Expected Result/Impact: Expected Result: Students will receive additional instruction according to their individual needs. Impact: Student academic performance will improve.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 2</p>	<p>Nov November Evidence of Progress Student trackers, intervention data</p> <p> 30%</p> <p>Feb February Evidence of Progress</p> <p>Apr April Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 3: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation





Performance Objective 2: Research, plan and implement new school safety infrastructure, facility updates and transportation operations that maximize instructional time.

Strategy 1 Details	Reviews
<p>Strategy 1: Santa Rita students and staff will complete all safety drills and meet all safety audits in order to be prepared for multiple safety scenarios.</p> <p>Strategy's Expected Result/Impact: Expected Result: Students and staff will understand and follow all safety procedures. Impact: Santa Rita will foster a safe learning space.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress  On track with Evacuate Drills, completed more Lockdown & Secure Drills than required</p> <p>Feb February Evidence of Progress</p> <p>Apr April Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: School safety infrastructure including weekly door sweeps, volunteer background checks and visitor check in with IDs will be implemented to ensure a safe learning environment for students, visitors and staff.</p> <p>Strategy's Expected Result/Impact: Expected Result: Consistent implementation of safety protocols will contribute to a conducive learning environment. Impact: School safety infrastructure will contribute to maximized learning time for students.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1, 2</p>	<p>Nov November Evidence of Progress  Weekly door sweep data tracker is completed</p> <p>Feb February Evidence of Progress</p> <p>Apr April Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 3: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation



Performance Objective 3: Cultivate nurturing and supportive environments for student well-being, providing comprehensive support systems and effective discipline strategies to promote a positive student experience for every child.

Strategy 1 Details	Reviews
<p>Strategy 1: According to Spring 2024 Climate Survey, at least 90% of students will agree or strongly agree they have at least one adult at school that cares for them.</p> <p>Strategy's Expected Result/Impact: Expected Result: Teacher to student relationships will strengthen. A climate focused on inclusively and respect for one another will be improved. Impact: At least 90% of students will report they have at least one adult at school that cares for them according to Spring 2024 climate survey.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2</p>	<p>Nov November Evidence of Progress N/A Pending Fall Survey results</p> <p>Feb February Evidence of Progress</p> <p>Apr April Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Santa Rita will utilize a school wide Tier I Positive Behavior System along with the district curriculum to support student Social and Emotional well-being.</p> <p>Strategy's Expected Result/Impact: Expected Result: Student support will be provided through positive reinforcement strategies as well as modeling/role playing appropriate behaviors. Impact: Santa Rita will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 4</p>	<p>Nov November Evidence of Progress PBIS supports and visuals, Student Discipline data</p> <p>Feb February Evidence of Progress</p> <p>Apr April Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 3: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation

Performance Objective 4: Increase Attendance percentage from 93.1% to 95%.

Strategy 1 Details	Reviews
<p>Strategy 1: Students and grade levels with good attendance will be recognized weekly and at the end of each grading period.</p> <p>Strategy's Expected Result/Impact: Expected Result: Students understand requirements for attendance awards and will be motivated to try to achieve this award. Impact: Student attendance reports will indicate attendance rates are increasing with the end of year rate measuring at least 94%.</p> <p>Staff Responsible for Monitoring: Principal Fellow</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1</p>	<p>Nov November Evidence of Progress Weekly attendance competition and public announcements</p> <p>Feb February Evidence of Progress</p> <p>Apr April Evidence of Progress</p> <p>June June Evidence of Progress</p> 
Strategy 2 Details	Reviews
<p>Strategy 2: Attendance Task Force will review student attendance patterns and trends to provide intervention plans for attendance improvement for families in need.</p> <p>Strategy's Expected Result/Impact: Expected Result: Families understand the requirements and benefits to improved student attendance. Impact: Student attendance reports will indicate attendance rates are increasing with the end of year rate measuring at least 94%.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1</p>	<p>Nov November Evidence of Progress Campus Attendance Plan, attendance data</p> <p>Feb February Evidence of Progress</p> <p>Apr April Evidence of Progress</p> <p>June June Evidence of Progress</p> 



No Progress



Accomplished








Continue/Modify



Discontinue


Goal 4: Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

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

Strategy 1 Details	Reviews
<p>Strategy 1: Campus leaders implement targeted and personalized strategies to retain high-performing staff. Strategy's Expected Result/Impact: Expected Result: A higher percentage of high-performing staff will be retained. Impact: Highly-qualified staff that effectively serve all students and the broader community will be recruited and retained. Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Perceptions 4</p>	<p>Nov November Evidence of Progress N/A In Progress</p> <p>Feb February Evidence of Progress</p> <p>Apr April Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Opportunities for growth and leadership will be provided to teachers based on strengths. Strategy's Expected Result/Impact: Expected Result: Teacher strengths will be utilized in leadership capacities. Impact: Highly-qualified staff that effectively serve all students and the broader community will be recruited and retained. Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Perceptions 4</p>	<p>Nov November Evidence of Progress  Campus funds for substitutes for staff development, 4 teachers seeking Master's Degrees, teacher leader positions</p> <p>Feb February Evidence of Progress</p> <p>Apr April Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 5: Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

Performance Objective 1: Increase family involvement in school activities and decision-making, empowering all parents to play an active role in holding students accountable and nurturing their educational journey.

Strategy 1 Details	Reviews
<p>Strategy 1: More opportunities for parents to become involved in volunteering and/or decision making will be increased through Campus Educational Improvement Committee (CEIC).</p> <p>Strategy's Expected Result/Impact: Expected Outcome: Parent participation will positively impact overall learning atmosphere as well as family perception of school.</p> <p>Impact: Increase in family involvement in decision-making, empowering parents to play an active role in holding students accountable and nurturing their educational journey.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2, 3</p>	<p>Nov November Evidence of Progress N/A Visitor sign in sheets, volunteer opportunities, pending Fall Survey results</p> <p>Feb February Evidence of Progress</p> <p>Apr April Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Climate surveys are administered at least annually and include student, staff and families' responses around key climate indicators.</p> <p>Strategy's Expected Result/Impact: Expected Result: All stakeholders will provide important feedback and information leading to school climate adjustments.</p> <p>Impact: The community will be engaged through clear and actionable communication that cultivates trust and partnership.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2, 3</p>	<p>Nov November Evidence of Progress  Fall K12 Survey, Spring K12 Survey planned</p> <p>Feb February Evidence of Progress</p> <p>Apr April Evidence of Progress</p> <p>June June Evidence of Progress</p>



No Progress



Accomplished



Continue/Modify



Discontinue