



Mission Consolidated Independent School District

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Notice and Agenda

The Board of Trustees of the Mission Consolidated Independent School District will hold a **Special Meeting** on **Wednesday, March 25, 2026, at 6:30 PM** in the **Mission CISD Annex, 925 E. Business HWY. 83, Mission, Tx 78572**. At this meeting, the Board may deliberate or act on any of the subjects listed on the following agenda. The President may change the order of items listed below for the convenience of the Board.

A G E N D A

I. Call Meeting to Order and Establish Quorum

II. Pledge of Allegiance and Moment of Silence

1. U. S. Flag and Texas Flag

III. Public Comment(s) on Specific Agenda Item(s)

IV. Discussion and Possible Action

- 1. Discussion and Approval of 2025 - 2026 Targeted Improvement Plan (TIP) and Local Improvement Plans (LIPs) for campuses identified for School Improvement** **3**

V. Executive Session

- 1. Private Consultation with Board Attorney (Texas Gov't Code §551.071)**

VI. Important Dates to Remember

- 1. Wednesday, April 1, 2026, Board of Trustees Workshop at 6:30 p.m. Location: Administration Office Eagles Staff Development Room**
- 2. Friday, April 3, 2026, School Holiday/Good Friday**
- 3. Monday, April 6, 2026, Bad Weather Day**
- 4. Wednesday, April 15, 2026, Regular Board of Trustees Meeting at 6:30 p.m. Location: Mission CISD Annex**

VII. Adjournment

In accordance with the Texas Open Meetings Act, the Board may enter into a closed meeting to deliberate any item that is listed above that fits within an exception listed in Subchapter D. Any final action, decision, or vote on a subject deliberated in closed meeting will be taken in an open meeting held in compliance with the Texas Open Meetings Act.

This Notice was posted by 3:00 p.m., on March 13, 2026.

A handwritten signature in black ink that reads "Dr. Cris King". The signature is fluid and cursive, with the "Dr." and "King" parts being more distinct than the middle name "Cris".

Dr. Cris King, Superintendent of Schools
Mission Consolidated Independent School District

SUBJECT: 2025-2026 Targeted Improvement Plan (TIP) and Local Improvement Plans (LIPs) for campuses identified for School Improvement

PRESENTER: Cynthia Wilson, Asst. Superintendent for Curriculum & Instruction Kim Risica, Executive Director for Special Programs & School Improvement

BACKGROUND INFORMATION

Under the State of Texas Accountability System, Targeted Improvement Plans (TIPs) are required for campuses with an overall rating of F, for campuses identified as Comprehensive Support and Improvement (CSI), or for grant-compliance.

Local Improvement Plans (LIPs) are required for campuses with an overall rating of D under state accountability and/or federally identified as Targeted Support and Improvement (TSI) or Additional Targeted Support and Improvement (ATS). Campuses are identified based on student performance and accountability data.

R. Cantu Jr. High has been identified as TSI. In order to comply with grant requirements, the campus must submit a Targeted Improvement Plan (TIP). Marcell Elementary and Alton Elementary are identified as TSI based on their overall D rating. Waitz Elementary is identified as ATS, and Alton Memorial Jr. High is identified as TSI. Therefore, each of these four campuses is required to develop and submit a Local Improvement Plan (LIP).

ADMINISTRATIVE CONSIDERATIONS

The Targeted Improvement Plan (RCJH) and Local Improvement Plans (AMJH, Alton, Marcell, and Waitz) were developed through the establishment of campus leadership teams that conducted comprehensive needs assessments. An analysis of student performance data informed the development of student outcome goals, school improvement strategies, key milestones, and structured progress-monitoring step-back meetings.

This process represents an ongoing cycle of continuous improvement designed to meet established goals, improve student outcomes, and ultimately exit the school improvement identification.

The Targeted Improvement Plan and Local Improvement Plans address all components required under state and federal law and are subject to Board approval. Each of the improvement plans were presented to the Board of Trustees at the regular board meeting on March 11, 2026.

RECOMMENDATION:

Approval of the 2025-2026 Targeted Improvement Plan (TIP) and Local Improvement Plans (LIPs) for campuses identified for School Improvement

FUNDING SOURCE / AMOUNT

Not applicable

CONTACT PERSON(S)

Cynthia Wilson, Asst. Superintendent for Curriculum & Instruction
Kim Risica, Executive Director for Special Programs & School Improvement

Mission Cisd

Targeted Improvement Plan

Rafael Cantu Jr High

Adan Ramirez, III
2025-2026

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TARGETED IMPROVEMENT PLAN (TIP) 2025-2026

District: *Mission CISD*

Campus: *Rafael Cantu Jr High*

Campus Number: *108-908-044*

Campus Mission and Vision Statement

Rafael Cantu Junior High will prepare and inspire all students to be equipped to excel in the college and career of their choice, dominate 21st century skills in leadership, knowledge, language, and technology to compete in a global economy and serve as successful citizens in their community.

STAFFING

Principal: Adan Ramirez, III

Email: aarami04@mcisd.org

Principal Manager: Fidel Garza

Email: fgarza67@mcisd.org

DCSI: Mrs. Kim Risica

Email: kmrisica@mcisd.org

Campus Intervention Team (CIT):

- *DCSI:* Kim Risica
- *Principal:* Adan Ramirez, III

CAMPUS DEMOGRAPHICS (2024-2025 BASELINE)

Category	Value
Enrollment	591
Grade Levels	6-8
Ethnicity	Hispanic 97.3%, White 2.2%
Economically Disadvantaged	86.8%
English Learners	39.3%
Students with Disabilities	19.8%
Mobility Rate	47.9%
Attendance Rate	93.5%
Teacher FTE	42 / 67.2%
Avg. Teacher Experience	15.2

ACCOUNTABILITY

Identified Subgroups: Hispanic, Economically Disadvantaged, EB/EL, Continuously Enrolled

Overall Rating: C

SECTION 1: NEEDS ASSESSMENT & STAKEHOLDER ENGAGEMENT**ASSURANCES OF NEEDS ASSESSMENT COMPLIANCE**

☒ Yes ☐ No I assure you that:

- Each campus named in this plan conducted an on-site needs assessment that meets the requirements of Texas Education Code §39A.053.
- I assure you all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available on request.

ASSURANCES OF CAMPUS INTERVENTION TEAM (CIT) ENGAGEMENT

☒ Yes ☐ No I assure you that:

- The Campus Intervention Team conducted a public meeting at each campus required to submit a Targeted Improvement Plan.
- Meetings included the campus principal, campus-level planning and decision-making committee members, parents of enrolled students, and community members residing in the district.
- The purpose of each meeting was to review the campus performance rating and solicit stakeholder input to inform development of the plan.

ASSURANCE OF PUBLIC NOTICE FOR CAMPUS MEETINGS

☒ Yes ☐ No I assure you that:

- Written notice of all required public meetings was provided to parents and students at each impacted campus.
- Notice of the meeting was posted on each campus website, and this notice included the date, time, and location of the meeting.

ASSURANCES OF BOARD REVIEW, PUBLIC HEARING, AND POSTING

☒ Yes ☐ No I assure you that:

- The board conducted a public hearing for each campus identified for school improvement.
- The hearing notified the public of the campus's insufficient performance, the performance improvements expected by the agency, and potential intervention measures or sanctions if improvement is not achieved within the designated timeframe.
- The board solicited public comments on each Targeted Improvement Plan.
- Each plan was posted on the district website prior to the public hearing.

Board Approval Date: March 11, 2026

SECTION 2: STUDENT OUTCOME GOALS

ASSURANCES OF CAMPUS ACADEMIC PERFORMANCE GOALS

☒ Yes ☐ No I assure you that:

- All campuses included in this plan have established campus-wide goals for ELA/Reading and Math Meets Grade Level or above STAAR performance rates for the 2025–2026 school year.
- All campuses have set component point goals for Domain III, including Academic Achievement, Growth Status, ELP Status, and Student Success Status.

CAMPUS-WIDE OUTCOME GOALS TABLE (2025-2026)

Campus	CDCN	Submitted By	Email	ELA/Reading STAAR Meets+ Goal (%)	Math STAAR Meets+ Goal (%)	Domain III: Academic Achievement	Domain III: Growth Status	Domain III: ELP Status	Domain III: Student Success
Rafael Cantu Jr High	108908044	Adan A. Ramirez, III	aarami04@mcisd.org	59	40	63	66	75	50

SECTION 3: SCHOOL IMPROVEMENT STRATEGY

SCHOOL IMPROVEMENT STRATEGY ALIGNMENT AND CAPACITY-BUILDING SUPPORTS (2025–2026)

Campus	School Improvement Strategy	Grants Awarded	Grants Applied For / Planned	Capacity-Building Partners	Number of District Staff Reported	District/Campus Staff Responsible for Capacity Building	Turnaround Experience Narrative
Rafael Cantu Junior High	Intensive Curriculum and Instruction	Strong Foundations Implementation (LASO 3); Instructional Leadership (LASO 3)	LIFT	Approved list of providers and ESC	N/A	N/A	N/A

SECTION 4: CURRICULUM AND INSTRUCTION

CRITERIA FOR SUCCESS

Does the plan increase the quality of instructional materials to be used at the campus and provide adequate time and support for teachers to internalize materials and reflect on student performance?

- ☒ Yes ☐ No The campus will increase the quality of the instructional materials to be used at the campus (if not already implementing SBOE-approved HQIM or OER).
- ☒ Yes ☐ No The district has allocated sufficient instructional time for delivery of HQIM and has a calendar with a minimum of 165 instructional days.
- ☒ Yes ☐ No The campus will have weekly (at a minimum) high-quality PLCs to support instructional delivery and respond to student outcomes.
- ☒ Yes ☐ No The PLC protocol includes time for lesson internalization and student work analysis.

CURRICULUM, INSTRUCTIONAL TIME, ASSESSMENT, AND PLC IMPLEMENTATION

ONLY COMPLETE THIS SECTION IF YOU NAMED INTENSIVE CURRICULUM AND INSTRUCTION SUPPORTS AS YOUR SCHOOL IMPROVEMENT STRATEGY

Item	RLA	Math
Adopted curriculum	RLA: McGraw Hill Study Sync	Math: Bluebonnet 6–8
Curriculum implemented for the duration of the plan	Yes	Yes
New curriculum to be adopted (if applicable)	N/A	N/A
Anticipated date of curriculum adoption	N/A	N/A
Required/recommended instructional minutes per week	225	225 minutes
Instructional minutes per week in master schedule (meets requirement?)	450, Yes	435 minutes, Yes)
Number of instructional days in the 2025–2026 calendar	171 days	171 days
Steps to ensure a 165-day calendar in 2026–2027 (if applicable)	N/A	N/A
Assessment plan for impacted campus(es)	The campus will implement a structured assessment plan that provides ongoing measures of student progress and ensures mastery of grade-level TEKS across Math and all other content areas. The assessment cycle begins with a BOY diagnostic, such as IXL for math or district-approved tools for other subjects, to determine baseline proficiency and identify prerequisite skill gaps that inform pacing and targeted interventions. Throughout the year, students complete unit or topic assessments aligned to the Math Bluebonnet curriculum documents to monitor mastery of TEKS taught within each instructional sequence, while Reporting Period Assessments provide cumulative checks for understanding across the grading cycle. The district also administers MOY and EOY exams, a February Benchmark, and Semester Exams to evaluate growth, measure readiness for end-of-year expectations, and ensure comprehensive monitoring of student learning. Make-up windows ensure all students participate in required assessments so instructional decisions are based on complete and accurate data. Assessment results are reviewed during PLCs and leadership meetings to guide instructional adjustments, intervention planning, and continuous monitoring of student progress aligned to district and campus goals.	
Campus will implement a PLC structure	Yes	
PLC organization (grade level, content area, etc.)	PLCs will be organized by department, grade level, and content area.	
PLC frequency	Weekly	
PLC facilitator(s)	Principal	
Required PLC participants	Administrative team and teachers	
PLC protocol(s) to be used	During the PLC process, administration and teachers engage in a structured cycle of “Here’s What, So What, and Now What” to analyze student performance and determine next steps. Each meeting follows a consistent agenda that begins with celebrations of recent successes, a review of attendance data, and an examination of current assessment results. Teachers collaborate to interpret student outcomes, develop targeted responses, and ensure instructional actions are aligned to identified needs. The team reviews academic alignment, previews upcoming lessons, and conducts deep data dives using campus data trackers to identify trends and gaps.	

CRITERIA FOR SUCCESS

How will the strategy be implemented?

- ☒ Yes ☐ No Milestones include all activities needed to fully implement the program or strategy, covering planning and implementation stages.
- ☒ Yes ☐ No Milestones include all upfront capacity building, implementation action steps, and ongoing support and coaching touchpoints, and student assessment cycles.
- ☒ Yes ☐ No Milestones cover, at a minimum, the two school years that the campus is required to implement the plan.

KEY IMPLEMENTATION MILESTONES FOR TIP

Rafael Cantu Jr. High Milestones and Activities for the implementation of Bluebonnet Math for Grades 6-8 (up to Algebra I).

The data reviews for student outcomes will occur throughout the school year based on the district assessment calendar and the completion of Unit Assessments for Bluebonnet Math.

Assessment Cycle

August – June 2025

- Aug. – Sept.: Teachers will administer the BOY assessment for Math Grades 6-8 using IXL. Administration will discuss data during PLC meetings.
- Teachers will administer unit exams every reporting period. Data will be analyzed immediately after testing is completed. Administration will discuss data during PLC meetings.
- Dec. 2025: Teachers will administer semester exams and analyze data and plan for next steps.
- Jan. 14 – Feb. 14: Teachers will administer the MOY assessments for Math Grades 6-8 using IXL. Administration will discuss data during PLC meetings and plan for next steps. Student growth will be assessed, and instructional strategies will be developed.
- Feb. 16 – 20th, 2026: The campus will administer benchmark exams for Mathematics grades 6-8. Administration will discuss data during PLC meetings and plan for next steps. Data analysis will be conducted to identify the gaps in learning.
- April 15 – May 30, 2026: EOY IXL, STAAR Assessment administration.

August 2025 – August 2026

PHASE 1: PLANNING & LAUNCH (MAY – SEPTEMBER 2025)

Finalize foundational systems, secure approvals, and launch HQIM implementation.

- May 12, 2025 - District finalizes print materials order for Bluebonnet Learning.
- May 14, 2025 - Transition plan for Bluebonnet Learning for Secondary Mathematics is board-approved.
- June 2–13, 2025 - Curriculum writers create implementation calendar and adapt curriculum for Advanced Math courses.
- August 11–12, 2025 - Beginning-of-year staff development on Bluebonnet materials for secondary mathematics.
- August 13, 2025 - Carnegie Learning selected as TEA-approved provider for LASO Cycle 3 Strong Foundations Implementation.
- September 8, 2025 - Fully executed contract completed (PO #2602312) to expend LASO SFI funds with Carnegie Learning.

- September 22, 2025 - District leaders attend virtual grant support meeting with provider.
- September 22, 2025 - Teacher and coach roster uploaded to TEA for SFI grant.
- September 29, 2025 - Teachers and coaches identify RBIS alignment, define competencies, and connect Bluebonnet implementation to HQIM best practices.

PHASE 2: INITIAL IMPLEMENTATION & CAPACITY BUILDING (OCTOBER – NOVEMBER 2025)

Establish leadership systems, conduct initial walkthroughs, and build HQIM understanding.

- October 9, 2025 – Asst. Superintendent for C&I, DCSI, Executive Director for Secondary Education, District Data Analysis Director, and Secondary Math coordinator completes self-assessment for Bluebonnet implementation.
- October 23, 2025 - Asst. Superintendent for C&I, DCSI, Executive Director for Secondary Education, District Data Analysis Director, and Secondary Math coordinator collaborates with Carnegie to complete Implementation Plan.
- October 27, 2025 - Classroom observations and instructional coaching with provider to determine implementation fidelity.
- November 6, 2025 - Asst. Superintendent for C&I, DCSI, Executive Director for Secondary Education, District Data Analysis Director, and Secondary Math coordinator conduct HQIM reflection and progress monitoring with provider.
- November 10, 2025 - Teachers analyze Bluebonnet structure, align topics to Math RBIS, and access online resources.
- November 2025: Campus administration will communicate Accountability Data and introduce the strategy of intensive curriculum and instruction, for Math, using Bluebonnet Learning.
- November 17–19, 2025 - SFI Learning Walks, data review, and instructional coaching for fidelity monitoring.
- November 2025 - Leadership sessions for HQIM goal setting, implementation planning, and adaptive leadership development.

PHASE 3: STRENGTHENING INSTRUCTIONAL PRACTICE (DECEMBER 2025 – JANUARY 2026)

Deepen teacher understanding of internalization, coaching, and PLC facilitation.

- December 2025 - Leadership sessions focus on PLC practices, internalization, and observation feedback routines.
- December 2025 - Principal and District leadership teams complete required coaching supports and turnkey products for SFI grant.
- January 12, 2026 - Teachers identify and prepare Bluebonnet core lesson components and best practices.
- January 15, 2026 - HQIM progress monitoring working session with provider.
- January 20–21, 2026 - Classroom observations, coaching, and reflection with provider on implementation fidelity.
- January 21, 2026 – DCIS, campus principal, instructional coaches, and Carnegie Learning support provider analyze walk data, internalization practices, and high-leverage coaching moves.
- January 2026 - Data and Progress Review for HQIM implementation and Semester Two Action Plan revisions.
- January 29, 2026 - Virtual progress monitoring session with provider.

PHASE 4: OBSERVATION & FEEDBACK SYSTEMS (FEBRUARY – MARCH 2026)

Strengthening observation, coaching systems, and adaptive leadership capacity.

- February 2026 - Approved provider supports campus and leadership teams with turnkey products for SFI grant.
- February 12, 2026 - HQIM progress monitoring virtual session.
- February 18, 2026 - Teachers analyze internalization stages and identify high-leverage instructional moves.
- February 26, 2026 - Virtual progress monitoring with provider.
- March 5, 2026 - Product advisor collaborates with teachers and leaders on implementation success.
- March 2026 – Superintendent, DCSI, and campus principal completion and observation of focus areas.
- March 12 & 26, 2026 - HQIM progress monitoring with provider.
- March 2026 – District Leadership reviews grant expenditures and makes necessary adjustments.

PHASE 5: INTERNALIZATION & MONITORING (APRIL – MAY 2026)

Monitor fidelity, support leadership, and refine lesson internalization processes.

- April 2026 - Teachers demonstrate internalization and understanding of HQIM lesson protocols.
- April 9, 2026 - Virtual HQIM progress monitoring with provider.
- May 2026 - Leadership focuses on sustainability and transition planning for next year's implementation.

PHASE 6: EVALUATION & SUSTAINABILITY (JUNE – AUGUST 2026)

Evaluate impact and prepare sustainability plan for continued HQIM success.

- June 2026 - District and campus teams evaluate implementation outcomes using 2026 STAAR data.
- June–July 2026 - Leadership reviews data to create adjustments for 2026–2027 implementation.
- August 2026 - Final evaluation and planning for next implementation cycle.

The campus will use the following steps to monitor progress:

The district and campus leadership team, which includes the superintendent, DCSI, Executive Director for Secondary Education, Asst. Superintendent for C&I, and the campus principal will meet monthly. The DCSI will collect all data and prepare the information for the monthly meeting. In addition, the campus principal and the DCSI will meet weekly to review trends. If changes and refinements need to be made based on progress and performance management, the district and campus team will meet to identify solutions.

The complete Strong Foundations Guide has been uploaded to the additional information section.

Rafael Cantu Junior High Milestones and Activities for Texas Instructional Leadership**June 2025 / Summer Planning**

Establish shared instructional vision and foundational training in Schoolwide Instructional Routines.

June 9-10, 2025: Face to Face PD (Principal manager and CLT Teams):

- Topic: Schoolwide Instructional Routine
- Purpose: Launch Mission ISD's 25-26 TIL Implementation Pathway through whole-group PD on the three TIL pillars.
- Outcomes: Build understanding of Schoolwide Instructional Routines as the anchor for instructional culture.
- Tools: Leading Schoolwide Culture One-Pager; TIL SCR Principal Action Steps Document; Leading PD Feedback Cheat Sheet; Schoolwide Culture Feedback Cheat Sheet

August-September 2025 / Launch and Early Implementation

Extend June learning through embedded coaching and early application.

- August 14, 2025 – Implementation Support with Embedded Coaching. Meet with Principal manager to plan TIL-enabling systems and review School Wide Instructional Routines and MIA modules.
- September 4, 2025 – One-on-One Coaching with Principal Manager and Principal. Review School Wide Instructional Routine Plan for SSR and identify campus priority routines.
- September 8, 2025 – PM check-in for debrief and next steps.

- September 15-16, 2025 – Coaching for Principal and Principal manager and observation of routine implementation; provide feedback using rubric.
- September 18, 2025 – Face-to-Face PD for the Principal Manager, Principal and Campus Leadership Team: Materials Internalization and Alignment (MIA) Base Training.

October 2025 / Implementation Support and Leadership Calibration

Monitor Consistency and build fidelity in Schoolwide Instructional Routines (SWIR)

- October 16, 2025 – Implementation Support: Observe and provide feedback on Strong Start routines and use of monitoring tools. Support for Principal and Campus Leadership Team.
- October 24, 2025 – Principal Manager and principal debrief session on fidelity and consistency of implementation.

November – December 2025 / Coaching and Fidelity Monitoring

Skill-building and data-based leadership support to strengthen fidelity and calibration.

- November 2025 – One-on-One Coaching: PM supports principal with analysis of schoolwide routine data and priorities for improvement.
- November 2025 – Co-create plan using MIA Principal Action Steps document to identify next steps for implementation.
- December 2025 – PM conducts feedback sessions modeling real-time coaching and follow up with teachers and staff.
- December 2025 – Leaders use MIA Principal Actions Steps to ensure fidelity and plan adjustments.

January–February 2026 / Observation & Feedback Implementation

Launch Observation & Feedback (O/F) systems and strengthen coaching practices.

- January 13, 2026 - PD: Observation & Feedback Base Training for campus leaders.
- February 2026 - Embedded Coaching: Review PD plans, weekly observation schedules, and evidence of GBF-aligned coaching.
- February 2026 - Embedded Coaching: Review PD plans, weekly observation schedules, and evidence of GBF-aligned coaching.
- February 2026 - One-on-One Coaching: PM continues real-time feedback coaching and MIA fidelity checks.

March–April 2026 / Refinement and System Strengthening

Continuous improvement through reflection and midyear system refinement.

- March 2026 - Embedded Coaching: Feedback calibration using observation trackers and scripts; facilitate practice labs with principals.
- March 2026 - One-on-One Coaching: Principal receives targeted feedback on leadership and modeling practices.
- April 2026 - One-on-One Coaching: Refine observation and feedback systems based on midyear data trends.
- April 2026 - Reflection and adjustment of schoolwide action steps and coaching schedules.

May–June 2026 / End-of-Year Reflection & Planning 14

Evaluate progress, complete state reporting, and plan for summer professional learning.

- May 2026 - Embedded Coaching for Principal Manager, Principal, and campus administration teams: Complete TEA End-of-Year survey; analyze sustainability goals; co-create summer PD interventions.
- June 6, 2026 - Region One Annual PACT PD Session: Powerful Alliances for Continuous Improvement through TIL; plan Summer PD.

July-august 2025 / Data Driven Instruction and Sustainability

Transition to Data Driven Instruction (DDI) and sustain HQIM-aligned leadership systems.

- July 2026 – PD: Data-Driven Instruction (DDI) Base Training for campus leaders and principal manager.

SECTION 6: PERFORMANCE MANAGEMENT

CRITERIA FOR SUCCESS

Has the district outlined a performance management plan that ensures the strategy will be implemented with fidelity?

☒Yes ☐No There is a plan for plan performance management, including superintendent and other key leadership review of metrics and progress at a semesterly cadence.

The response describes:

☒Yes ☐No Who will review progress towards milestones,

☒Yes ☐No How frequently is progress reviewed,

☒Yes ☐No How progress data will be collected, and

☒Yes ☐No How it is shared with district leadership and other relevant stakeholders

MONITORING IMPLEMENTATION AND PROGRESS TOWARD MILESTONES

Question	Response
Please describe how district and campus leaders will monitor the successful implementation of this plan.	District and campus leaders will monitor successful implementation through an ongoing cycle of observation, feedback, data analysis, and structured leadership reflection aligned to TIL and Bluebonnet expectations. Leaders will conduct routine instructional walkthroughs and provide timely, targeted feedback using established coaching protocols, with progress documented through coaching logs and observation trackers. Formative, interim, and classroom observation data will be reviewed during PLCs and leadership meetings to evaluate fidelity of implementation, identify trends, and determine necessary adjustments.
Who will be responsible for reviewing progress toward the milestones described in the previous section?	The DCSI, superintendent, and Executive Director for Secondary Education will oversee districtwide monitoring and facilitate leadership meetings to review milestone completion, analyze evidence artifacts (e.g., lesson plans, walkthrough data, student work), and identify needed supports. At the campus level, principals will lead leadership team meetings to review observation data, coaching logs, and assessment results, with instructional coaches maintaining feedback trackers. The DCSI will compile and synthesize campus data to assess districtwide progress.
How frequently will progress toward milestones be reviewed?	Progress will be reviewed on a structured cadence that includes biweekly campus leadership reviews, monthly district leadership meetings, quarterly districtwide progress reviews, and end-of-year and summer reflection sessions. This schedule ensures timely monitoring of short- and long-term milestones and supports continuous improvement.
How will milestone progress data be collected?	Milestone progress data will be collected continuously using multiple sources, including Bluebonnet Fidelity of Implementation tools, coaching logs, observation trackers, campus-developed TIL rubrics, and Eduphoria reports. Student learning data will be gathered through formative, interim, unit, and benchmark assessments, disaggregated by grade level, content area, and student group. Additional evidence will include PLC minutes, professional learning attendance logs, lesson plans, and student work samples. Campus principals will compile data in shared folders and submit documentation to the DCSI prior to monthly leadership meetings.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

The DCSI will compile monthly campus submissions and review progress with the superintendent and campus leaders during district leadership meetings. Quarterly districtwide progress summaries will be shared with central office leadership, principals, instructional directors, and content specialists. Campus principals will share relevant updates with staff through PLCs and faculty meetings. Semester and annual summaries will be presented to district leadership to inform resource allocation, coaching priorities, and professional learning plans, ensuring transparency and collective accountability.

SECTION 7: RESOURCES**CRITERIA FOR SUCCESS**

Has the district identified all resources needed to implement the SI strategy?

- ☒ Yes ☐ No The description lists all additional costs associated with implementing the school improvement strategy (e.g., stipends, instructional materials, training/professional development costs, costs for additional staff positions created to implement the strategy, etc.)
- ☒ Yes ☐ No Each cost described includes the source of funds.

REQUIRED COSTS AND FUNDING SOURCES FOR SI CAMPUSES

Item	Response
SI-identified campus	Rafael Cantu Junior High
Strategy / Funding Source	Instructional Leadership (LASO 3)
Required cost	\$100,000
Alternative funding or implementation plan if grant is not awarded	The Instructional Leadership (LASO 3) and Strong Foundations Implementation Part B – Secondary Math grants are currently supporting the district's intensive curriculum and instruction strategy. If the grant applied for is not awarded, the district will leverage Title I, Part A funds to continue supporting school improvement efforts and ensure continuity of implementation.
Additional strategy / funding source	Strong Foundations Implementation Part B – Secondary Math
Required cost (detailed)	\$200,000 total, including: • \$95,583 – Approved provider (Carnegie Learning) • \$38,233.20 – Additional Carnegie Learning support or staffing costs • \$57,349.80 – Print materials, digital licenses, and instructional supplements • \$8,800 – Indirect costs
Alternative funding plan for additional strategy	If grant funding is not received, Title I, Part A funds will be used to sustain instructional support, professional learning, and curriculum materials necessary to implement the strategy with fidelity.

SECTION 8 ADDITIONAL INFORMATION**Additional Strategy Information and Supporting Documentation (Optional)**

*If applicable, upload supporting documentation related to the strategy. All documents should be scanned and combined into **one PDF file** prior to uploading.*

DOCUMENTS TO BE UPLOADED (SINGLE PDF)

Document	Included
Strong Foundations Playbook	Yes
TIL Implementation Guide	Yes
RCJH Master Schedule	Yes
RCJH Parent Flyer	Yes
TIL Rubrics / Procedures for SSR	Yes
Strong Foundations Fidelity of Implementation Classroom Observation Tool	Yes
District Assessment Calendar	Yes

Mission CISD

Local Improvement Plan

Alton Memorial Junior High

Principal Melissa A. Garcia
2025-2026

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Mission CISD

Alton Memorial Junior. High

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LOCAL IMPROVEMENT PLAN (LIP) 2025-2026

District: *Mission CISD*

Campus: *Alton Memorial Junior High*

Campus Number: *108-908-043*

Campus Vision Statement

Mission CISD will prepare and inspire all students to be equipped to excel in the college and career of their choice, dominate 21st century skills in leadership, knowledge, language, and technology to compete in a global economy and serve as successful citizens in their community.

Campus Mission Statement

Mission CISD ensures a quality and equitable education for our community of learners by providing the necessary academic, social, physical, and technological knowledge and skills to become successful lifelong learners and productive citizens.

STAFFING

Principal: Melissa A. Garcia

Email: magarc37@mcisd.org

Principal Manager: Fidel Garza

Email: fgarza67@mcisd.org

DCSI: Kim Risica

Email: Kmrisica@mcisd.org

Campus Intervention Team (CIT):

- *DCSI:* Kim Risica
- *Principal:* Melissa Garcia

CAMPUS DEMOGRAPHICS (2024-2025 BASELINE)

Category	Value
Enrollment	819
Grade Levels	6-8
Ethnicity	99% Hispanic / .7% White
Economically Disadvantaged	93.7%
English Learners	52.6%
Students with Disabilities	13.1%
Mobility Rate	63.9%
Attendance Rate	93.8%
Teacher FTE	63 / 74%
Avg. Teacher Experience	14.2

ACCOUNTABILITY

Identified Subgroups: Hispanic and Continually Enrolled

Overall Rating: C (75)

SECTION 1: NEEDS ASSESSMENT & STAKEHOLDER ENGAGEMENT**1. TYPE OF NEEDS ASSESSMENT CONDUCTED**

ESF Diagnostic / Academic Review Findings

2. DATE CONDUCTED

February 2025

3. SUMMARY OF FINDINGS

The Academic Review highlighted that the effective use of High-Quality Instructional Materials (HQIM) is essential for improving learning outcomes in Reading and Math. STAAR data indicates that Math is the primary focus area, as students performed stronger in Reading Language Arts (RLA) compared to Math.

To address these instructional gaps, the campus will implement Bluebonnet Learning, the district-adopted HQIM for Math, to ensure alignment to grade-level TEKS and the rigor of STAAR. Teachers will use lesson internalization protocols to strengthen lesson planning, deepen understanding of lesson intent, and support the consistent implementation of HQIM.

Although instructional leaders conduct timely observation debriefs (typically within 2–3 days), there is limited evidence that feedback consistently identifies high-leverage goals or action steps aligned to teacher proficiency. To strengthen this process, the campus will establish common protocols for observation and feedback cycles that intentionally incorporate evidence from lesson internalization sessions and HQIM implementation. The leadership team has identified these practices ensuring fidelity to Bluebonnet Learning, utilizing lesson internalization protocols, and refining observation and feedback cycles as key drivers for improving instructional quality and student outcomes, particularly in Math.

4. PUBLIC MEETING ASSURANCE

- | | | |
|-----------------------------------|------------------|------------|
| • Progress Night - Parent Meeting | October 23, 2025 | LRC 5:00pm |
|-----------------------------------|------------------|------------|

5. SCHOOL BOARD PRESENTATION ASSURANCE

- March 2026

6. BOARD APPROVAL DATE

- March 11, 2026

SECTION 2A: CAMPUS WIDE STUDENT OUTCOME GOALS

CAMPUS-WIDE OUTCOME GOALS TABLE (2025-2026)

Indicator	24-25 Year: % / Points Earned	24-25 Year: % / Points Possible	24-25 Year: %	25-26 Goal:	25-26 Goal: Possible	25-26 Interim Target *MS	25-26 Year Goal: %
All Grades ELA/Reading Meets Grade Level or Above STAAR Performance	48%	100%	48%	53%	100%	44%	53% (20% Masters Goal)
All Grades Math Meets Grade Level or Above STAAR performance	30%	100%	30%	39%	100%	47%	39% (20% Masters)
D III Academic Achievement Component	12	24	50%	15	24	N/A	63%
D III Growth Status Component	6	24	25%	15	24	N/A	63%
Progress in Achieving EL Proficiency -EB	2	4	50%	4	4	30%	100%
Student Success Status, Component -STAAR Only	3	12	25%	6	12	37%	50%

SECTION 2B: UNDERPERFORMING STUDENT GROUP(S) GOALS

TABLE: 2025-2026 TARGETS FOR EACH STUDENT GROUP

Campus' Identified Subgroups:

2025-2026 Subgroup (As per campus Data)	Target Goal for RLA Academic Achievement	Target Goal for Math Academic Achievement	Target Goal for RLA Growth	Target Goal for Math Growth	Target Goal for Student Success (SQSS)	Target Goal for ELPS
Hispanic	53%	39%	59%	61%	41%	40%
Continuously Enrolled	53%	36%	58%	61%	38%	40%

MIDDLE SCHOOL Closing the Gaps Interim Targets 2022-2027

Subgroup (As per campus Data)	RLA Academic Achievement Target	Math Academic Achievement Target	RLA Growth Target	Math Growth Target	Student Success (SQSS) Target	ELPS Target
ALL	44%	47%	63%	67%	47%	NA
Hispanic	35%	39%	59%	64%	41%	NA
Economically Disadvantaged	31%	35%	58%	62%	38%	NA
Emergent Bilingual (Current & Monitored)	28%	36%	57%	62%	37%	30%
Sp. Ed (Current)	19%	21%	43%	50%	23%	NA
Continuously Enrolled	45%	49%	64%	67%	48%	NA

SECTION 3: SCHOOL IMPROVEMENT STRATEGY**1. STRATEGY IMPLEMENTED FOR THIS CAMPUS**

Intensive Curriculum and Instruction

2. PRIORITY C&I FOCUS AREA

Specific Improvement Strategy:

Implement targeted professional learning communities (PLCs) focused on aligning instruction to grade-level TEKS, increasing rigor, and incorporating frequent formative assessments to monitor student progress. Teachers will engage in data-driven lesson planning, utilize district-provided curriculum resources with fidelity (Bluebonnet Math), and integrate small-group instruction to address learning gaps.

Rationale (Based on Needs Assessment and Stakeholder Input):

The comprehensive needs assessment revealed that student performance in core content areas remains below grade-level expectations, particularly in reading and math. Stakeholders, including teachers and instructional coaches, identified a need for greater consistency in curriculum implementation and more rigorous instructional practices. Data from walkthroughs and state assessments indicated variability in lesson quality and limited use of formative data to adjust instruction. Therefore, this strategy was selected to ensure instructional alignment, increase academic rigor, and improve student outcomes through consistent teacher collaboration and support.

Capacity Builder:

Instructional coaches and district content specialists will serve as capacity builders. They will model effective lesson planning, co-teach to demonstrate rigorous instruction, facilitate PLCs, and provide ongoing feedback through instructional rounds and coaching cycles. Administrators will monitor implementation through walkthroughs and data reviews, ensuring accountability and support for continuous improvement.

3. GRANTS AWARDED TO SUPPORT THIS STRATEGY (LIST)

Bluebonnet Math-Great Minds

4. GRANTS APPLIED FOR OR INTENDED TO APPLY FOR (LIST)

LIFT

SECTION 4A: FOCUSED PRIORITY AREAS & STRATEGIES - PRIORITY AREA 1**1. PRIORITY AREA 1: KEY ACTION / SUBJECT / SUB POPULATION AND IMPACT ON STUDENT OUTCOMES**

Observation, Feedback, and Coaching-Math 6th-8th Grade

2. GOAL STATEMENT (SMART)

By May 2026, the Math Department, including Special Education Math teachers, will complete a minimum of two observation and feedback cycles per six weeks that incorporate evidence from Bluebonnet Learning Math lessons and lesson internalization look-fors. These cycles will focus on strengthening lesson delivery, alignment to TEKS, and fidelity of HQIM implementation. As a result, the campus will achieve a 9% increase in the percentage of students performing at the Meets Grade Level on the End of Year STAAR Math Assessment.

3. ACTIVITIES AND MILESTONES TO FULLY IMPLEMENT THIS STRATEGY

To exit our federal identification, the focus of these milestones will be to collect and gather data specifically for Hispanic (all students) and continuously enrolled. Initially, campus leadership will identify the difference between the two subgroups. This information will be communicated to all teachers.

WHEN	WHAT
1. August–September 2025: Initial Implementation and Training	- Teachers complete initial lesson internalization training for Bluebonnet Learning Math and participate in the first observation and coaching cycle focused on lesson alignment, delivery, and use of internalization protocols. - Activities: - Facilitate a campus-wide professional development session on Bluebonnet Learning lesson internalization and identify key look-fors in Math instruction. - Conduct the first round of classroom observations and coaching debriefs, emphasizing alignment to TEKS and fidelity to HQIM lesson structure.
2. October 2025: Calibration and Feedback Alignment	- The leadership team conducts walkthrough calibration and feedback sessions to ensure consistency in observation look-fors and coaching practices tied to Bluebonnet Learning implementation. - Activities: - Hold leadership team calibration sessions using Bluebonnet Learning observation tools to align feedback expectations and identify common trends. - Facilitate collaborative coaching meetings where leaders review observation evidence and plan targeted support for teachers based on observed instructional needs.
3. November–December 2025: Progress Monitoring and Refinement	- Teachers engage in the second full observation and coaching cycle, demonstrating improved use of Bluebonnet Learning HQIM materials and internalization protocols. Leadership team reviews interim assessment data to monitor progress toward the 7% increase in Meets performance. - Activities: - Conduct the second round of observations and coaching debriefs focused on evidence of internalization, rigor, and student engagement in Math. - Analyze interim assessment and formative data in PLCs to evaluate student progress and adjust instructional plans aligned to Bluebonnet Learning.
4. December 2025: Math Performance Growth Tracking	- Campus demonstrates measurable progress toward the goal of a 9 %-point increase in Math Meets performance on STAAR (from 30% in 2025 to 39% projected by May 2026). Benchmark data will be used to assess interim progress, identify gaps, and inform reteach plans to ensure students are on track toward meeting end-of-year targets. - Activities:

25

	○ Review benchmark and formative assessment data to measure progress toward Meets performance and adjust instructional supports accordingly. ○ Share data trends with staff, highlight classrooms showing growth, and collaboratively identify strategies to address remaining areas of need.
5. January–March 2026: Midyear Implementation and Benchmark Analysis	• Teachers complete third and fourth observation and coaching cycles focused on reteaching and enrichment practices aligned to Bluebonnet Learning. Mid-year benchmark data is analyzed to assess progress toward the 9% increase target and determine necessary instructional adjustments. • Activities: ○ District and campus leadership, Math teachers and instructional specialists will attend PD conducted by Region One focused on the prioritized focus areas. Topics will include lesson internalization, PLC processes, and classroom observation and feedback discussions. ○ Conduct midyear professional learning sessions to refine Bluebonnet Learning implementation based on fall feedback and data trends. ○ Analyze midyear benchmark data during PLCs to identify specific standards and skills requiring reteach or enrichment and plan targeted interventions.
6. April–May 2026: STAAR Preparation and End-of-Year Reflection	• Teachers engage in the final observation and coaching cycles focused on STAAR readiness and rigorous lesson delivery. End-of-Year STAAR results are reviewed to determine progress toward the 9% increase in Math Meets performance goal and to plan next steps for continued instructional growth. • Activities: ○ Conduct STAAR readiness walkthroughs to monitor instructional rigor, alignment to TEKS, and student engagement in Math lessons. ○ Facilitate end-of-year data reflection sessions with leadership and grade-level teams to celebrate growth, identify next steps, and refine instructional priorities for 2026–2027.

4. TOOLS USED TO EVALUATE IMPLEMENTATION OF THE STRATEGY

- Walkthrough and Observation Data -
 - Collected through Strive/Eduphoria/Math RBIS Observation Tool: this data will track trends in instructional practices, student engagement, and alignment to standards over time.
- Coaching Logs and Feedback Documentation –
 - Collected through Strive/Eduphoria: Maintained by instructional coaches and administrators to record the frequency, focus, and outcomes of coaching sessions, as well as teacher implementation of feedback.
- PLC Agendas and Notes –
 - Math PLCs: Meet daily 9th PD Sign-Ins, Agendas, Notes/Evidence of data-driven discussions, lesson internalization, lesson planning adjustments, and teacher collaboration aligned to instructional goals.
- Teacher Self-Reflections and Goal Tracking –
 - Collected through Strive/Eduphoria/Color bands/Coaching Sessions: Teachers will complete periodic self-assessments and reflections tied to observation feedback to monitor their professional growth and next steps.
- Student Achievement Data –
 - Collected through Strive/Eduphoria/Student Work: Progress will be validated by trends in formative assessments, common assessments, and state testing data to determine the impact of improved instruction on student outcomes.
- Instructional Rounds and Calibration Meetings –
 - Collected through Strive/Eduphoria: Used to ensure reliability among observers and consistency in feedback quality across classrooms and grade levels.

5. PERFORMANCE MANAGEMENT: WHO AND HOW IMPLEMENTATION WILL BE MONITORED

Identify Who will Monitor Implementation, How, and the Monitoring Frequency on the Table Below:

WHO	HOW	MONITORING FREQUENCY
• Campus Principal and Assistant Principals – Responsible for leading and monitoring the observation and feedback process, ensuring consistency and quality across classrooms. • Instructional Coaches / Department Leads – Provide direct coaching support, maintain coaching logs, and track teacher progress toward instructional goals. • District Instructional Team – Conduct calibration walks, review campus data, and provide ongoing professional development to support campus implementation.	• Scheduled Walkthroughs and Observations: Administrators will complete formal and informal classroom observations using district-approved tools (Strive/Eduphoria) to monitor instructional practices and provide targeted feedback. • Coaching Cycle Documentation: Instructional coaches will maintain logs (Strive/Eduphoria) documenting coaching sessions, feedback provided, and evidence of teacher implementation of strategies. • Data Reviews and PLC Meetings: Every six weeks, campus leadership will review walkthrough trends, coaching data, and student performance indicators to evaluate progress and adjust support. (Bluebonnet Modules, Evidence of Student Work, Color Bands-Student Trackers) • Calibration and Feedback Consistency Checks: Leadership and coaching teams will conduct joint walkthroughs to ensure alignment and fidelity in feedback delivery. • Progress Monitoring Reports: Results will be shared with staff during PLCs and leadership meetings to maintain transparency and collective accountability for improvement goals. (Strive/Eduphoria Reports: All Students, Sub-groups Hispanic & Cont. Enrolled, By Teacher)	• Classroom Walkthroughs: Conducted weekly by administrators and instructional coaches to gather evidence of instructional practices and student engagement. • Coaching Cycles: Implemented every six weeks, ensuring all teachers receive targeted feedback and follow-up support. • PLC Data Reviews: Held progress and every six weeks to analyze walkthrough trends, instructional focus areas, and student assessment data. • Leadership Team Meetings: Conducted biweekly to review implementation progress, address barriers, and plan next steps for teacher support. • District Calibration Walks: Occur each semester to ensure consistency and fidelity in observation and feedback practices. • Formal Progress Checks: Completed at the end of each grading period to evaluate overall fidelity of implementation and impact on student outcomes.

6. RESOURCES / FUNDING

Resources:

- Instructional Coaching Support: Time allocated for instructional coaches to conduct classroom visits, model lessons, and provide ongoing feedback to teachers. (Every other Wednesday)
- Professional Development: Training administrators and coaches on effective feedback practices, data-driven instruction, and calibration to ensure consistent expectations.
- Region One / Color bands / Carnegie
- Data Tools and Platforms: Access to Eduphoria/Strive for walkthrough documentation, feedback tracking, and data analysis.

- Protected PLC Time: Scheduled collaboration periods for teachers to review feedback, reflect on instructional practices, and plan adjustments based on data.
- Instructional Materials: District-provided curriculum guides, assessment tools, and planning resources to support alignment to TEKS and rigorous instruction. (Bluebonnet Materials)

Funding Sources:

- Title I, Part A: To support professional development, instructional coaching, and materials for data-driven instruction.
- State Compensatory Education (SCE): To fund additional support and interventions for at-risk students.

Local Funds: To provide substitutes for teacher release time during coaching sessions, PLCs, or instructional rounds.

SECTION 4B: FOCUSED PRIORITY & STRATEGIES: PRIORITY AREA 2**1. PRIORITY AREA 2: KEY ACTION / SUBJECT / SUB POPULATION AND IMPACT ON STUDENT OUTCOMES**

Observation, Feedback, and Coaching-RLA 6th-8th Grade

2. GOAL STATEMENT (SMART)

By May 2026, the RLA Department will complete a minimum of two observation and feedback cycles per six weeks. These cycles will focus on strengthening lesson delivery, alignment to TEKS, and fidelity of grade-level curriculum. As a result, the campus will achieve a 5% increase in the percentage of students performing at the Meets Grade Level on the End of Year STAAR RLA Assessment.

3. ACTIVITIES AND MILESTONES TO FULLY IMPLEMENT THIS STRATEGY

To exit our federal identification, the focus of these milestones will be to collect and gather data specifically for Hispanic (all students) and continuously enrolled. Initially, campus leadership will identify the difference between the two subgroups. This information will be communicated to all teachers.

WHEN	WHAT
1. August–September 2025: Initial Implementation and Training	- Teachers complete initial lesson internalization training for Bluebonnet Learning Math and participate in the first observation and coaching cycle focused on lesson alignment, delivery, and use of internalization protocols. - Activities: - Conduct the first round of classroom observations and coaching debriefs, emphasizing alignment to TEKS and fidelity to lesson structure.
2. October 2025: Calibration and Feedback Alignment	- The leadership team conducts walkthrough calibration and feedback sessions to ensure consistency in observation look-fors and coaching practices tied to T-TESS. - Activities: - Hold leadership team calibration sessions using observation tools to align feedback expectations and identify common trends. - Facilitate collaborative coaching meetings where leaders review observation evidence and plan targeted support for teachers based on observed instructional needs.
3. November–December 2025: Progress Monitoring and Refinement	- Teachers engage in the second full observation and coaching cycle, demonstrating improved use of on grade level materials. Leadership team reviews assessment data to monitor progress toward the 5% increase in Meets performance. - Activities: - Conduct the second round of observations and coaching debriefs focused on evidence of internalization, rigor, and student engagement in RLA. - Analyze interim assessment and formative data in PLCs to evaluate student progress and adjust instructional plans.
4. December 2025: RLA Performance Growth Tracking	- Campus demonstrates measurable progress toward the goal of a 5%-point increase in RLA Meets performance on STAAR (from 48% in 2025 to 53% projected by May 2026). Benchmark data will be used to assess interim progress, identify gaps, and inform reteach plans to ensure students are on track toward meeting end-of-year targets. - Activities: - Review benchmark and formative assessment data to measure progress toward Meets performance and adjust instructional supports accordingly.

	○ Share data trends with staff, highlight classrooms showing growth, and collaboratively identify strategies to address remaining areas of need.
5. January–March 2026: Midyear Implementation and Benchmark Analysis	• Teachers complete third and fourth observation and coaching cycles focused on reteaching and enrichment of practices aligned. Mid-year benchmark data is analyzed to assess progress toward the 5% increase target and determine necessary instructional adjustments. • Activities: ○ Conduct midyear professional learning sessions to refine PLCs based on fall feedback and data trends. ○ Analyze midyear benchmark data during PLCs to identify specific standards and skills requiring reteach or enrichment and plan targeted interventions.
6. April–May 2026: STAAR Preparation and End-of-Year Reflection	• Teachers engage in the final observation and coaching cycles focused on STAAR readiness and rigorous lesson delivery. End-of-Year STAAR results are reviewed to determine progress toward the 5% increase in RLA Meets performance goals and to plan next steps for continued instructional growth. • Activities: ○ Conduct STAAR readiness walkthroughs to monitor instructional rigor, alignment to TEKS, and student engagement in RLA lessons. ○ Facilitate end-of-year data reflection sessions with leadership and grade-level teams to celebrate growth, identify next steps, and refine instructional priorities for 2026–2027.

4. TOOLS USED TO EVALUATE IMPLEMENTATION OF THE STRATEGY

- Walkthrough and Observation Data –
 - Collected through Strive/Eduphoria/RLA RBIS Observation Tool: this data will track trends in instructional practices, student engagement, and alignment to standards over time.
- Coaching Logs and Feedback Documentation –
 - Collected through Strive/Eduphoria: Maintained by instructional coaches and administrators to record the frequency, focus, and outcomes of coaching sessions, as well as teacher implementation of feedback.
- PLC Agendas and Notes –
 - RLA PLCs: Meet daily 10th PD Sign-Ins, Agendas, Notes/Evidence of data-driven discussions, lesson plans, Forethought, lesson planning adjustments, and teacher collaboration aligned to instructional goals.
- Teacher Self-Reflections and Goal Tracking –
 - Collected through Strive/Eduphoria/Color bands/Coaching Sessions: Teachers will complete periodic self-assessments and reflections tied to observation feedback to monitor their professional growth and next steps.
- Student Achievement Data –
 - Collected through Strive/Eduphoria/Student Work: Progress will be validated by trends in formative assessments, common assessments, and state testing data to determine the impact of improved instruction on student outcomes.
- Instructional Rounds and Calibration Meetings –
 - Collected through Strive/Eduphoria: Used to ensure reliability among observers and consistency in feedback quality across classrooms and grade levels.

5. PERFORMANCE MANAGEMENT: WHO AND HOW IMPLEMENTATION WILL BE MONITORED

WHO	HOW	MONITORING FREQUENCY
• Campus Principal and Assistant Principals – Oversee PLC structures, ensure alignment to campus goals, and monitor consistency in implementation through walkthroughs and data reviews. • Instructional Coaches and Department Leads – Facilitate PLCs, guide lesson internalization processes, and provide coaching and feedback to strengthen rigor in lesson design and delivery. • District Curriculum and Instruction Team – Support calibration, provide professional learning, and review campus data to ensure district-wide consistency and rigor	• PLC Monitoring: Administrators and instructional coaches will review PLC agendas, minutes, and planning artifacts each six weeks to confirm that teams are following established protocols and focusing on TEKS-aligned, rigorous instruction. • Lesson Internalization Checks: Lesson plans and internalization templates will be reviewed regularly to ensure teachers are unpacking standards, anticipating misconceptions, and embedding rigor. • Walkthrough and Observation Data: Leadership will conduct weekly classroom walkthroughs to monitor evidence of rigorous, student-centered instruction and provide actionable feedback. • Coaching and Reflection: Instructional coaches will document support sessions and teacher progress using coaching logs and reflection tools to monitor implementation fidelity. • Data Review Meetings: Leadership teams will hold biweekly and six-week reviews of walkthrough data, assessment results, and PLC artifacts to identify strengths, address gaps, and plan next steps."	• Classroom Walkthroughs: Conducted weekly by administrators and instructional coaches to observe evidence of rigorous, standards-aligned instruction. • PLC Meetings: Held weekly to analyze student data, internalize upcoming lessons, and plan for rigor and differentiation. • PLC Artifact Reviews (Agendas, Minutes, Lesson Plans): Reviewed every six weeks by campus leadership to ensure fidelity to the PLC process and TEKS alignment. • Coaching Cycles: Implemented every six weeks (RLA team will go through two observation and feedback cycles per six weeks), with follow-up support provided as needed based on walkthrough trends. • Leadership Team Data Reviews: Conducted biweekly to analyze walkthrough data, coaching feedback, and instructional outcomes. • District Support and Calibration Walks: Occur once each semester to ensure consistency, rigor, and fidelity of implementation across grade levels and content areas. • Formal Progress Checks: Completed each grading period to evaluate overall impact on instruction and student achievement."

6. RESOURCES / FUNDING

Resources:

- Instructional Coaches and Department Leads: Provide ongoing facilitation and support for PLCs, model lesson internalization protocols, and assist teachers in embedding rigor into instruction.
- Professional Development: Training for teachers and instructional leaders on effective PLC collaboration, lesson internalization, questioning strategies, and designing rigorous learning tasks.
- Planning Protocols and Templates: District-approved tools and lesson internalization guides to ensure consistent focus on TEKS alignment, academic vocabulary, and higher-order thinking.
- Protected PLC Time: Scheduled collaboration time built into the master schedule to allow teachers to engage in data analysis, lesson internalization, and planning for rigor.
- Data Platforms and Curriculum Resources: Access to Eduphoria/Strive, district curriculum frameworks, and assessment data to guide instructional planning and monitor student progress.
- Substitute Coverage: Provided as needed for teacher release time to participate in extended PLC planning sessions or instructional rounds focused on lesson rigor.

Funding Sources:

Mission CISD

Alton Memorial Junior. High

- Title I, Part A: To support professional development and instructional resources that promote rigorous, standards-aligned instruction.
- Title II, Part A: To fund professional learning for teachers and leaders focused on effective PLC facilitation and instructional rigor.
- State Compensatory Education (SCE): To provide additional instructional support and coaching for at-risk student populations.
- Local Funds: To cover substitute costs and materials needed for PLC implementation and collaborative lesson planning."

SECTION 5A: PROGRESS MONITORING: GOAL A

GOAL A

By May 2026, the Math Department, including Special Education Math teachers, will complete a minimum of two observation and feedback cycles per six weeks that incorporate evidence from Bluebonnet learning Math lessons and lesson internalization look-fors. These cycles will focus on strengthening lesson delivery, alignment to TEKS, and fidelity of HQIM implementation. As a result, the campus will achieve a 9 % increase in the percentage of students performing at the Meets Grade Level on the End of Year STAAR Math Assessment.

PROGRESS MONITORING TABLE

Date	Data Source	Outcome	Progress Toward Goal	Notes
1st RP	Bluebonnet Math Module 1	Meets % 6th GL-27%; 7th GL-19%; 8th GL-67% Tested: Compilation of Bluebonnet modules	On track towards goals, 7th GL needs to show improvement	6th GL-Approaches-63%; Meets-27%; Masters-7% 7th GL-Approaches-33%; Meets-19%; Masters-13% 8th GL-Approaches-84%; Meets-67%; Masters-41%
1st RP	Observation and Feedback Data	Math # WTs: M. Garcia-20; A. Tarantola-12; M. Villarreal-6	Math: M. Garcia-86% Proficient; A. Tarantola-76% Proficient; M. Villarreal-71% Proficient Eduphoria Detailed Analysis of Walkthroughs (August 18-September 26)	
2nd RP	Bluebonnet Math Module 2	Meets % 6th GL-38%; 7th GL-16%; 8th GL-56% Tested: Module 2 Topic 1 Exam	On track towards goals, 7th GL needs to show improvement	6th GL-Approaches-65%; Meets-38%; Masters-14% 7th GL-Approaches-23%; Meets-16%; Masters-3% 8th GL-Approaches-69%; Meets-56%; Masters-26%
2nd RP	Observation and Feedback Data	Math # WTs: M. Garcia-15; A. Tarantola-2; M. Villarreal-17 Coaching Sessions: M. Garcia Math-4; M. Villarreal Math-4; A. Tarantola Math-1	Math: M. Garcia-71% Proficient; A. Tarantola-43% Proficient; M. Villarreal-74% Proficient Eduphoria Detailed Analysis of Walkthroughs (September 30-November 7)	
3rd RP	Semester Exams	Meets % 6th GL-Goal 36%/Achieved 26%; 7th GL Goal-38%/Achieved 2%; 8th GL Goal-48%/Achieved 25%	On track towards goals, 7th GL needs to show improvement; all teachers have incorporated STAAR review into their timeline (before and after benchmarks). All teachers have completed data reflection thru PLCs and Color banded students by class.	6th GL-Approaches-57%; Meets-26%; Masters-10% 7th GL-Approaches-27%; Meets-2%; Masters-0% 8th GL-Approaches-61%; Meets-28%; Masters-4%
3rd RP	Observation and Feedback Data	Math # WTs: M. Garcia-17; A. Tarantola-1; M. Villarreal-7 Coaching Sessions: M. Garcia Math-9; M. Villarreal Math-1; A. Tarantola Math-1	Math: M. Garcia-31% Accomplished/67% Proficient; A. Tarantola-50% Proficient; M. Villarreal-91% Proficient Eduphoria Detailed Analysis of Walkthroughs (November 11-December 19)	Total WTs Semester 1: Garcia-52; Tarantola-15; Villarreal-32
4th RP	Benchmark Exams	6th GL: Approaches: 65%; Meets: 20%; Masters: 4% 7th GL: Approaches 12%; Meets: 1%; Masters: 0% 8th GL: Approaches: 50%; Meets: 18%; Masters: 2%	On track towards goals. Teachers are working on Diving Into the Data and creating Plans of Action/Next Steps aligned with Color bands.	At mid-year, we have made strong progress toward our goals of ensuring 100% of math teachers complete two full instructional coaching cycles focused on Bluebonnet curriculum alignment, rigor, and student mastery. To date, 100% of math teachers have completed Cycle 1, which

				included pre-conferencing for lesson internalization, observation focused on fidelity of implementation, and structured feedback with reflection. The primary focus during Cycle 1 was strengthening alignment between TEKS, Bluebonnet lesson tasks, and exit tickets, while reinforcing grade-level rigor. Evidence of Progress: Walkthrough data indicates increased implementation of Bluebonnet lessons. Observations show improved clarity of learning objectives and alignment to daily tasks. Student discourse in math classrooms has increased, with more students justifying reasoning using academic vocabulary. Common Formative Assessment data from targeted standards reflects an average growth increase in mastery compared to baseline performance earlier in the semester. Reflection conversations have shifted from compliance-based discussions to analysis of student thinking and misconceptions.
4 th RP	Observation and Feedback Data	Total WT's: 576	Adjustments Moving Forward For Cycle 2, the focus will shift to: Increasing cognitive demand in questioning strategies. Deepening student-to-student math discourse. Strengthening differentiation while maintaining grade-level rigor. Targeted support for TEKS strands where CFA performance remains below campus expectations. We will continue monitoring CFA trends and benchmark preparation data to ensure coaching efforts remain tightly connected to student outcomes.	Leadership Reflection This structured coaching model has shifted conversations from general feedback to measurable instructional impact. Embedding data analysis and student work review into each coaching cycle has strengthened teacher capacity and increased accountability for student outcomes. Moving forward, I will ensure coaching remains tightly aligned to student performance trends and campus math priorities. To date, 100% of math teachers have completed Cycle 1, which included a pre-conference for lesson internalization, a focused observation, and structured feedback with teacher reflection. The primary emphasis during Cycle 1 was strengthening alignment between TEKS, Bluebonnet lesson tasks, and exit tickets while reinforcing grade-level cognitive demand.
2/27/2026	Region One Classroom Observations	Math 4 Classroom Observations	Next Steps: Focus on CFU and Student Engagement.	Trends were identified so that feedback could be provided to the teachers. A next round of classroom observations will focus on observing the trends.

SECTION 5A NOTES

Implementation Strengths

Student Impact

Adjustments to Inform Next Year's Planning

SECTION 5B: PROGRESS MONITORING: GOAL B

GOAL B

By May 2026, the RLA Department will complete a minimum of two observation and feedback cycles per six weeks. These cycles will focus on strengthening lesson delivery, alignment to TEKS, and fidelity of on grade-level curriculum. As a result, the campus will achieve a 5 % increase in the percentage of students performing at the Meets Grade Level on the End of Year STAAR RLA Assessment.

PROGRESS MONITORING TABLE:

Date	Data Source	Outcome	Progress Toward Goal	Notes
1st RP	Unit Assessment #1: Tested 1 SCR/Fiction	Meets % 6th GL-66%; 7th GL-53%; 8th GL-50% Tested: Fiction/1 SCR	On track towards goals	1st RP: Approaches-60%, Meets-38%; Masters-21%/Domain 1 Comp Score-40; Domain 1 Scaled Score-72 Letter Grade C
1st RP	Observation and Feedback Data	RLA # WTs: M. Garcia-13; A. Tarantola-13; M. Villarreal-12	RLA: M. Garcia-62% Proficient; A. Tarantola-86% Proficient; M. Villarreal-72% Proficient	Next Steps: Tutoring, Reteaching, Review Test Item Distractors, Re-Grouping, Color bands Checkpoint Data Analysis and POA, Priority TEKS/SE (instructional groups/target students), DOK Levels for Enrichment
2nd RP	Unit Assessment #2	Meets % 6th GL-48%; 7th GL-69%; 8th GL-56% Tested: Poetry/Drama; 1 Essay and Revising	On track towards goals	2nd RP: Approaches-56%; Meets-36%; Masters-16%/Domain 1 Comp Score-36; Domain 1 Scaled Score-67 Letter Grade D
2nd RP	Observation and Feedback Data	RLA # WTs: M. Garcia-17; A. Tarantola-24; M. Villarreal-15 Coaching Sessions: M. Garcia RLA-4; M. Villarreal RLA-3; A. Tarantola RLA-6	RLA: M. Garcia-94% Proficient; A. Tarantola-81% Proficient; M. Villarreal-65% Proficient	Next Steps: Tutoring, Reteaching, Review Test Item Distractors, Re-Grouping, Color bands Checkpoint Data Analysis and POA, Priority TEKS/SE (instructional groups/target students), DOK Levels for Enrichment
3rd RP	Semester Exams	Meets % 6th GL-Goal 55%/Achieved 50%; 7th GL Goal-55%/Achieved 62%; 8th GL Goal-55%/Achieved 39%	On Track Towards Goals	6th GL-Approaches-69%; Meets 50%; Masters-15% 7th GL-Approaches-80%; Meets-62%; Masters-37% 8th GL-Approaches-75%; Meets-39%; Masters-14%
3rd RP	Observation and Feedback Data	RLA # WTs: M. Garcia-1; A. Tarantola-10; M. Villarreal- Coaching Sessions: M. Garcia-1; M. Villarreal -5; A. Tarantola -5	RLA: M. Garcia-100% Proficient; A. Tarantola-57% Proficient/35% Accomplished; M. Villarreal-65% Proficient/35%-Accomplished	Total WTs Semester 1: Garcia-31; Tarantola-51; Villarreal-32
4th RP	Benchmark Exams	6th GL: Approaches: 67%; Meets:47%; Masters: 20% 7th GL: Approaches 73%; Meets: 46%; Masters: 21% 8th GL: Approaches: 71%; Meets: 39%; Masters: 16%	On track towards goals. Teachers are working on Diving into the Data and creating Plans of Action/Next Steps aligned with Color bands 35	At mid-year, we have made strong progress toward our goals of ensuring 100% of RLA teachers complete two full instructional coaching cycles focused on curriculum alignment, rigor, and student mastery. To date, 100% of RLA teachers have completed Cycle 1, which included pre-conferencing, observation focused on fidelity of implementation, and structured feedback with reflection. The primary focus during Cycle 1 was strengthening alignment between TEKS, lesson tasks, and exit tickets, while reinforcing grade-level rigor. Evidence of Progress:

				Walkthrough data indicates teachers are utilizing district curriculum. Observations show improved clarity of learning objectives and alignment to daily tasks. Student discourse in RLA classrooms has increased, with more students justifying reasoning using academic vocabulary. Common Formative Assessment data from targeted standards reflects an average growth increase in mastery compared to baseline performance earlier in the semester. Reflection conversations have shifted from compliance-based discussions to analysis of student thinking and misconceptions.
4 th RP	Observation and Feedback Data	Total WT's: 576	Adjustments Moving Forward For Cycle 2, the focus will shift to: Increasing cognitive demand in questioning strategies. Deepening student-to-student math discourse. Strengthening differentiation while maintaining grade-level rigor. Targeted support for TEKS strands where CFA performance remains below campus expectations. We will continue monitoring CFA trends and benchmark preparation data to ensure coaching efforts remain tightly connected to student outcomes.	Areas for Continued Focus (Semester 2) While growth is evident, the following remain priorities: Strengthening text-based evidence and constructed responses (RLA & Social Studies). Intensifying targeted intervention for students below the Meets threshold. Increasing consistency of small-group instruction aligned to specific TEKS gaps. Strengthening academic vocabulary across all content areas. Progress monitoring indicates positive movement toward closing achievement gaps while maintaining grade-level expectations.

SECTION 5B NOTES (END-OF-YEAR SUMMARY FOR GOAL B)

Implementation Strengths**Student Impact****Adjustments for Future Planning**

SECTION 6: ADJUSTMENTS & REFLECTIONS

Date	Strategy Adjusted	Reason for Adjustment	Update to Plan Rationale
February 25, 2026	Mid-Year Student Achievement Data	At mid-year, campus data reflects measurable progress across core content areas, however, we need to continue to closely monitor the following: CFA Trends Continue to monitor average CFA mastery across core subjects. Continue to monitor student performance in priority TEKS clusters. Continue to monitor the percentage of students demonstrating grade-level mastery.	Walkthrough data shows an increase in lessons demonstrating strong alignment and cognitive demand across core classrooms. Areas for Continued Focus (Semester 2) While growth is evident, the following remain priorities: Increasing rigor in multi-step problem solving (Math & Science). Strengthening text-based evidence and constructed responses (RLA & Social Studies). Intensifying targeted intervention for students below the Meets threshold. Increasing consistency of small-group instruction aligned to specific TEKS gaps. Strengthening academic vocabulary across all content areas. Leadership Reflection: Mid-year data demonstrates that consistent instructional alignment, structured coaching cycles, and systematic data analysis are positively impacting student achievement growth across all core areas. Continued focus on rigor, accountability, and targeted support will be essential to sustaining growth and accelerating performance in the second semester.

Narrative Summary

SECTION 7: SUBMISSION & COMPLIANCE**Public Meeting (Prior to November 21, 2025)****Progress Night - Parent Meeting**

- October 23, 2025, at 5:00pm at AMJH LRC
- Parent Presentation: <https://docs.google.com/presentation/d/1CKDsUdBf2v9q0fy5-sw-yDnzbrAmTby78k0ib7IC0fQ/edit?usp=sharing>
- Parent Sign-In: <https://drive.google.com/file/d/1LyaBQvjrJSoOGLQ5Dmx7bT4dpU15Ncko/view?usp=sharing>
- Parent Surveys: https://drive.google.com/file/d/1INFT0_ExfK3yabt3sEDM5MSfdwbiTy8S/view?usp=sharing

Submission to Region One ESC (November 21, 2025)

- Submitted on Time

Progress Monitoring (December-January 2026)

- January 26, 2026 – Semester Assessment Data Review

Progress Monitoring (February-March 2026)

- February 27, 2026 – Classroom Observation / Debrief Discussion

Board Presentation: March 11, 2026**EXECUTIVE SUMMARY**

Mission CISD

Principal Dr. Selene Canales-Garcia
2025-2026

Mission CISD

Local Improvement Plan

Alton Elementary

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Alton Elementary

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LOCAL IMPROVEMENT PLAN (LIP) 2025-2026

District: *Mission CISD*

Campus: *Alton Elementary*

Campus Number: *108908107*

Campus Vision Statement

Mission CISD will prepare and inspire all students to be equipped to excel in the college and career of their choice, dominate skills in leadership, knowledge, language, and technology to compete in a global economy and serve as a successful citizen in their community.

Campus Mission Statement

Mission CISD ensures a quality and equitable education for our community of learners by providing the necessary academic, social, physical, and technological knowledge and skill to become successful lifelong learners and productive citizens.

STAFFING

Principal: Dr. Selene Canales-Garcia

Email: selene.canalesgarcia@mcisd.org

Principal Manager: Mrs. Dora Villalobos

Email: davillal@mcisd.org

DCSI: Mrs. Kim Risica

Email: kmrisica@mcisd.org

Campus Intervention Team (CIT):

- *DCSI:* Kim Risica
- *Principal:* Dora Villalobos

CAMPUS DEMOGRAPHICS (2024-2025 BASELINE)

Category	Value
Enrollment	336
Grade Levels	Pre-K - 5
Ethnicity	96.7% Hispanic, 3.3% White
Economically Disadvantaged	93.5%
English Learners	39.6%
Students with Disabilities	17.6%
Mobility Rate	58.7%
Attendance Rate	95.3%
Teacher FTE	39.6
Avg. Teacher Experience	12.5

ACCOUNTABILITY

Identified Subgroups: None

Overall Rating: D (69)

SECTION 1: NEEDS ASSESSMENT & STAKEHOLDER ENGAGEMENT**1. TYPE OF NEEDS ASSESSMENT CONDUCTED**

Locally Conducted Data Analysis and Review of Accountability Ratings

2. DATE CONDUCTED

9/29/2025

3. SUMMARY OF FINDINGS

Our campus earned a 65 in Student Achievement, a 69 in Academic Growth and a 68 in Closing the Gaps; therefore, the 3D rule applies and the highest Overall scale score we can earn is a 69. Our campus is not currently identified for comprehensive support and improvement or targeted support. However, if our EB population does not meet the target this year, we could be Targeted Support the following year.

4. PUBLIC MEETING ASSURANCE

October 22, 2025

Presentation to the Community during

"Coffee with the Principal"

5. SCHOOL BOARD PRESENTATION ASSURANCE

YES

6. BOARD APPROVAL DATE

March 11, 2026

SECTION 2A: CAMPUS WIDE STUDENT OUTCOME GOALS

CAMPUS-WIDE OUTCOME GOALS TABLE (2025-2026)

Indicator	24-25 Year: % / Points Earned	24-25 Year: Points Possible	24-25 Year: %	25-26 Goal:	25-26 Goal: Possible	25-26 Interim Target	25-26 Year Goal: %
All Grades ELA/Reading Meets Grade Level or Above STAAR Performance	47%	100%	47%	50%	100%	46%	50%
All Grades Math Meets Grade Level or Above STAAR performance	35%	100%	35%	45%	100%	49%	45%
D III Academic Achievement Component	9	24	38%	12	24	N/A	50%
D III Growth Status Component	9	24	38%	15	24	N/A	63%
Progress in Achieving EL Proficiency -EB	0	4	0%	4	4	40%	100%
Student Success Status, Component - STAAR Only	0	12	0%	6	12	37%	50%

SECTION 2B: UNDERPERFORMING STUDENT GROUP(S) GOALS

TABLE: 2025-2026 TARGETS FOR EACH STUDENT GROUP

Campus' Identified Subgroups: None

ELEMENTARY Closing the Gaps TEA Interim Targets 2022-2027

Subgroup (As per campus Data)	RLA Academic Achievement Target	Math Academic Achievement Target	RLA Growth Target	Math Growth Target	Student Success (SQSS) Target	ELPS Target
ALL	46%	49%	64%	69%	47%	NA
Hispanic	39%	44%	62%	68%	41%	NA
Economically Disadvantaged	35%	40%	60%	65%	38%	NA
Emergent Bilingual (Current & Monitored)	37%	69%	61%	66%	37%	40%
Sp. Ed (Current)	38%	45%	64%	70%	23%	NA
Continuously Enrolled	47%	51%	65%	70%	48%	NA

SECTION 3: SCHOOL IMPROVEMENT STRATEGY

1. STRATEGY IMPLEMENTED FOR THIS CAMPUS

Intensive Curriculum and Instruction Improvement

2. PRIORITY C&I FOCUS AREA

Based on the data, one of the priority areas that we will focus on to help our campus move to a C or better is the Observation/Feedback cycles for teachers. According to researcher John Hattie, effective feedback is a powerful tool for learning as it provides information to help students and teachers understand where they are, what they know, and where to go next. This strategy will be crucial to ensure we are providing rigorous Tier 1 instruction to all students. Also focusing on strategic and consistent data analysis to identify areas of strength and areas of growth. Data deep dives will help us identify the instructional gaps and create plans to close those gaps.

The second priority area will be the effective implementation of Bluebonnet Math and SAVVAS for Reading.

3. GRANTS AWARDED TO SUPPORT THIS STRATEGY

Strong Foundations Grant- Engage2Learn will be the service provider

4. GRANTS APPLIED FOR OR INTENDED TO APPLY FOR (LIST)

LIFT

SECTION 4A: FOCUSED PRIORITY AREAS & STRATEGIES - PRIORITY AREA 1

1. PRIORITY AREA 1: KEY ACTION / SUBJECT / SUB POPULATION AND IMPACT ON STUDENT OUTCOMES

Data-Driven Instruction (3rd-5th)

Performance Data- PLC's / Lesson Internalization

Math Teachers / Dept.

2. GOAL STATEMENT (SMART)

By May 2026, the campus will establish and sustain data-driven PLC's that deeply analyze student performance data every two weeks to identify misconceptions and adjust instruction. As a result, student performance on unit assessments and benchmarks will increase by 2% each grading period from 1st-5th SW, leading to an overall improvement on our Meets academic performance in Math from 35% to 45%.

3. ACTIVITIES AND MILESTONES TO FULLY IMPLEMENT THIS STRATEGY

WHEN	WHAT
August- September 2025	* Campus-wide PLC orientation emphasizing the data-driven cycle. * Training on 2025 STAAR Data root cause analysis * Set baseline for student performance goals * Conduct classroom walkthroughs to monitor HQIM implementation
October-November 2025	* Facilitate team meetings to plan reteach lessons based on assessment results * Provide coaching and feedback based on the identified student gaps * Data check-in with admin. to review progress towards goals * Identify areas of growth and celebrate teachers who are making progress
December 2025	* Review progress using benchmark data * Celebrate students who made growth * Update and adjust reteach plans based on benchmark data results * Color Bands Training to identify goals by teacher and by individual students
January-February 2026	* Conduct a calibration walkthrough focusing on data-informed instruction * Realign intervention groups based on student need * Realign after-school tutorial groups based on data results
March- April 2026	* Observe and give feedback on whole-group and small-group instruction * Review cumulative data to determine progress toward 45% * Develop a STAAR readiness plan aligned to areas of need
May 2026	* Compare spring benchmark results and STAAR results to baseline * Conduct end-of-year data celebration highlighting GROWTH * Reflect and identify next steps for continued improvement
June-July 2026	* Data disaggregation to identify strengths and gaps * Draft next year's PLC calendar based on the needs of the campus
August 2026	* Revisit 2025-2026 outcomes with staff and set new goals * Conduct data-driven instruction refresher training * Begin baseline data collection for the upcoming school year 2026-2027

4. TOOLS USED TO EVALUATE IMPLEMENTATION OF THE STRATEGY

- Bluebonnet Math- HQIM
- Math Fluency Checks
- I Ready Math Benchmarks
- Math Data Trackers
- Eduphoria- Quintile Reports

5. PERFORMANCE MANAGEMENT: WHO AND HOW IMPLEMENTATION WILL BE MONITORED

WHO	HOW	MONITORING FREQUENCY
IAS	will run reports and help teachers track student performance	- Every Six Weeks- Reporting Period Assessments - Biweekly- Math Fluency Checks
Principal	will conduct consistent PLCs to discuss student progress and data and student work analysis	- Every Six Weeks- Reporting Period Assessments - Biweekly- Math Fluency Checks
Asst. Principal	will conduct consistent PLCs to discuss student progress and data and student work analysis	- Every Six Weeks- Reporting Period Assessments - Biweekly- Math Fluency Checks

6. RESOURCES / FUNDING

- Strong Foundations Grant / LIFT

SECTION 4B: FOCUSED PRIORITY & STRATEGIES: PRIORITY AREA 2

1. PRIORITY AREA 2: KEY ACTION / SUBJECT / SUB POPULATION AND IMPACT ON STUDENT OUTCOMES

Observation and Feedback Cycles / HQIM

Math teachers / Dept.

2. GOAL STATEMENT (SMART)

By May 2026, the campus will establish and sustain collaborative learning cycles that analyze classroom observations and student data every two weeks to refine instructional practices. As a result, student performance on formative and summative assessments will increase by 2% each grading period from 1st-5th SW leading to an overall improvement on our Meets academic performance in Math from 35% to 45%.

3. ACTIVITIES AND MILESTONES TO FULLY IMPLEMENT THIS STRATEGY

WHEN	WHAT
August- September 2025	* Campus-wide TTESS Orientation and SLO drafting * Training on Coaching Feedback cycle from district walkthrough * Set Coaching conversations on calendar * Conduct classroom walkthroughs to monitor HQIM implementation
October-November 2025	* Facilitate team meetings to plan reteach lessons based on assessment results * Provide coaching and feedback based on the identified student gaps * Training on Lesson Internalization for Bluebonnet Math * Identify areas of growth and celebrate teachers who are making progress
December 2025	* Review progress using benchmark data * Continue Lesson Internalization process * Update and adjust reteach plans based on benchmark data results * Color Bands Training to identify goals by teacher and by individual students
January-February 2026	* Conduct a calibration walkthrough focusing on data-informed instruction * Realign intervention groups based on student need * Meet with vertical team to ensure we are sharing areas of strength as well as areas of growth
March- April 2026	* Observe and give feedback on whole-group and small-group instruction * Review cumulative data to determine progress toward 45%
May 2026	* Compare spring benchmark results and STAAR results to baseline * Conduct end-of-year data celebration highlighting GROWTH * Reflect and identify next steps for continued improvement
June-July 2026	* Identify the teachers who will need more specific coaching and address their needs through summer staff development * Internalize lessons and units for the upcoming beginning of year
August 2026	* Revisit 2025-2026 outcomes with staff and set new goals * Conduct data-driven instruction refresher training

4. TOOLS USED TO EVALUATE IMPLEMENTATION OF THE STRATEGY

- Bluebonnet Math- Walkthrough
- District generated Walkthrough on Strive

- Eduphoria- Data insights
- HQIM materials and manipulatives

5. PERFORMANCE MANAGEMENT: WHO AND HOW IMPLEMENTATION WILL BE MONITORED

WHO	HOW	MONITORING FREQUENCY
IAS	• will run reports and help teachers track student performance	• Every Six Weeks- Reporting Period Assessments • Biweekly- Math Fluency Checks
Principal	• will conduct consistent PLCs to discuss student progress and data and student work analysis	• Every Six Weeks- Reporting Period Assessments • Biweekly- Math Fluency Checks
Asst. Principal	• will conduct consistent PLCs to discuss student progress and data and student work analysis	• Every Six Weeks- Reporting Period Assessments • Biweekly- Math Fluency Checks

6. RESOURCES / FUNDING

- Strong Foundations Grant

SECTION 5A: PROGRESS MONITORING: GOAL A

GOAL A (FROM PRIORITY AREA 1)

PROGRESS MONITORING TABLE (COMPLETED FOR FULL YEAR)

Date	Data Source	Outcome	Progress Toward Goal	Notes
Reporting Period Assessments	Reporting Period Assessments	RP1 Meets – 3 rd (5%) 4 th (33%) 5 th 42% RP 2 Meets – 3 rd (10%) 4 th (13%) 5 th (32%)	Progressing Towards Goals- 3rd grade had a slight increase in Meets performance however 4th and 5th grade decreased.	Reteaching plan was created by the teacher to spiral in the lowest performing readiness TEKS. Tutor was hired to support small group instruction and tutorial plans were created for after school tutoring.
Reporting Period 3	Benchmark	BMK Meets 3rd- 17% 4th- 18% 5th- 23%	Progressing Towards Goals	Based on Benchmark data, students were grouped by Color bands and tutoring groups were created based on the needs of every group.
BOY, MOY, EOY	iReady Math	3rd- 73% Typical Growth Achieved 4th- 87% Typical Growth Achieved 5th- 50% Typical Growth Achieved	Significant Growth from BOY to MOY in iReady Math Diagnostic	iReady Math has been a program
August/September-Lesson Internalization Protocols October/November-Lesson Internalization Debriefs	PLC's Math Lesson Internalizations	All our teachers have participated in Lesson Internalization protocols conducted by Great Minds, the district, the campus and Region One	100% of teachers showing increased effectiveness in lesson internalization protocols as evidenced in Bluebonnet Walkthroughs.	Teachers are increasingly implementing lesson internalization protocols, with walkthrough evidence showing growing consistency and improved alignment to HQIM expectations.
12/15 Great Minds Lesson Rehearsal 1/19 Great Minds Lesson Rehearsal 2/11 Great Minds Lesson Rehearsal 2/16 Great Minds Lesson Rehearsal	PLC's Math Lesson Rehearsals	Teachers have internalized priority lessons and practiced Concept Development during Lesson Rehearsals.	100% of teachers in 3rd-5th grade have participated in Lesson Rehearsal Practices.	Ongoing lesson rehearsals are building teacher capacity in planning, pacing, and delivery of grade-level content with increasing alignment to curriculum expectations.

SECTION 5A NOTES (END-OF-YEAR SUMMARY FOR GOAL A)

Implementation Strengths

Student Impact

Adjustments to Inform Next Year's Planning

SECTION 5B: PROGRESS MONITORING: GOAL B

GOAL B

PROGRESS MONITORING TABLE: (END-OF-YEAR COMPLETED VERSION)

Date	Data Source	Outcome	Progress Toward Goal	Notes
12/2/25 Great Minds Observation/Feedback Protocol 1/22/26 Great Minds Observation/Feedback Protocol 3/2/26 Great Minds Observation/Feedback Protocol	Great Minds Learning Walks	All K-5th Grade Math teachers were observed by campus and district leadership team and Great Minds Consultant. Learning walks were conducted for 10 minutes and after we debriefed and identified Glows/Grows/Next Steps.	On Track	Teachers were provided with clear next steps during the face-to-face coaching and/or feedback observation documents. A follow-up visit is scheduled to monitor implementation of the agreed-upon action steps and provide continued support.
03/03/26 Region One Observations/Bluebonnet Protocol	Region One Learning Walks	All 3rd-5th Grade Math Teachers were observed by campus and district leadership team and Region One Facilitator. Learning walks were conducted for 10 minutes and after we debriefed and identified Glows/Grows/Next Steps.	On Track	Teachers were provided with clear next steps during the face-to-face coaching and/or feedback observation documents. A follow-up visit is scheduled to monitor implementation of the agreed-upon action steps and provide continued support.
Throughout the year	District MCISD-Combined Walkthroughs	154 Total Walkthroughs up to March 27 Face-to-Face Feedback Sessions	On Track with Coaching Conversations	Glows and Grows are identified for immediate implementation if a Coaching Session is needed then that is scheduled with teacher and documented on STRIVE
2nd Semester	TTESS Formal Observations	11 Formal Observations	On Track with EOY Formal Observations	End of Year evaluation for TTESS to qualify for possible TIA Incentive for next year.

SECTION 5B NOTES (END-OF-YEAR SUMMARY FOR GOAL B)

Implementation Strengths**Student Impact****Adjustments for Future Planning**

SECTION 6: ADJUSTMENTS & REFLECTIONS

Date	Strategy Adjusted	Reason for Adjustment	Update to Plan Rationale
1/29/26	Mini-modules and Module assessments implemented	Increased opportunities for data collection needed to be available through Mini Modules and Module Assessments, to provide students with multiple checkpoints to demonstrate mastery and allowing teachers to monitor progress more effectively.	Ongoing
1/8/26	Based on District Benchmark, Action plan was created to track lowest TEKS using a TEKS Tracker	Reteach and monitoring of TEKS identified in RC1 and RC2 due to lack of progress	Ongoing Progress Monitoring
2/26	Tutorials	Focused tutorial sessions, including a designated day each week dedicated to Math intervention. Tutorials are aligned to benchmark gaps and prioritize high-impact standards.	Ongoing
2/26	Intervention Block-WIN Time	Intervention time is structured to provide additional small-group support on foundational and high-frequency standards.	Ongoing
2/26	Outside Tutors	Tutors work with small groups during the day for all those students who can't stay after school, they are provided with Tier 3 intervention during the day.	Ongoing

Narrative Summary

SECTION 7: SUBMISSION & COMPLIANCE

Public Meeting; YES

Submission to Region One ESC: YES

Progress Monitoring (December-January 2026)

Progress Monitoring (February-March 2026)

Board Presentation: March 11, 2026

EXECUTIVE SUMMARY

Mission CISD

Local Improvement Plan

Marcell Elementary

Principal Velma Flores
2025-2026

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Mission CISD

Marcell Elementary

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LOCAL IMPROVEMENT PLAN (LIP) 2025-2026

District: Mission CISD

Campus: Marcell Elementary

Campus Number: 108908104

Campus Vision Statement

Mission CISD will prepare and inspire all students to be equipped to excel in the college and career of their choice, dominate in leadership, knowledge, language, and technology to compete in a global economy and serve as successful citizens in their community.

Campus Mission Statement

Mission CISD commits to a high-quality and equitable education in a safe learning environment by providing all students with the knowledge and experiences essential to the development of confident citizens.

STAFFING

Principal: Velma Flores

Email: Veflor42@mcisd.org

Principal Manager: Dora Villalobos

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DCSI: Kim Risica

Email: kmrisica@mcisd.org

Campus Intervention Team (CIT):

- *DCSI:* Kim Risica
- *Principal:* Velma Flores
- *Assistant Principal:* Kelly Sarinana
- *Instruction and Assessment Strategist:* Cynthia Sanchez

CAMPUS DEMOGRAPHICS (2024-2025 BASELINE)

Category	Value
Enrollment	378
Grade Levels	Pre - K - 5
Ethnicity	Hispanic 97.3%, White 2.1%
Economically Disadvantaged	86.5%
English Learners	32.1%
Students with Disabilities	18.3%
Mobility Rate	52.2%
Attendance Rate	94.9%
Teacher FTE	61.6%
Avg. Teacher Experience	12.4

ACCOUNTABILITY

Overall Rating: D (69)

SECTION 1: NEEDS ASSESSMENT & STAKEHOLDER ENGAGEMENT**1. TYPE OF NEEDS ASSESSMENT CONDUCTED**

Effective School Framework Diagnostic

2. DATE CONDUCTED

12/4/2025

3. SUMMARY OF FINDINGS

4.1 - The Academic Review highlights the importance of high-quality instructional materials in achieving effective learning outcomes in Reading and Math. However, Math assignments did not meet the 75% proficiency threshold, indicating a need for improvement in this area. According to the Lever 4 Academic Review, 80% of Reading Language Arts (RLA) assignments met the standard, while only 73% of Math assignments met the standard.

5.2 - While observations take place at a cadence responsive to teacher's effectiveness and need, there is limited evidence of observation cycles based on student results on formative assessments. Although campus administration conduct observation/feedback conversations, there is limited evidence that instructional leaders invest teachers in goals or action steps through a clear articulation of its impact on student achievement. Lastly, while observation and feedback conversations are reported, there is limited documented evidence of opportunities for teachers to practice implementing their goals or action steps, of a timeframe for achieving them, or receive follow-up feedback on their targeted areas.

5.3 - Although campus instructional leaders review disaggregated data, there is limited evidence of scheduled windows for data analysis on assessment calendars. Data analysis is missing student work analysis protocols to assess curriculum rigor. Additionally, while systems for reviewing data are in place, there is limited evidence of a protocol that includes the steps for analyzing and sorting student work, planning the response, practicing the response, and ensuring follow-through. Lastly, while student progress towards measurable goals is maintained, there is limited evidence to suggest the data is regularly updated.

4. PUBLIC MEETING ASSURANCE 11/5/2025**5. BOARD APPROVAL DATE: MARCH 11, 2026**

SECTION 2A: CAMPUS WIDE STUDENT OUTCOME GOALS

CAMPUS-WIDE OUTCOME GOALS TABLE (2025-2026)

Indicator	24-25 Year: % / Points Earned	24-25 Year: %/ Points Possible	24-25 Year: %	25-26 Goal:	25-26 Goal: Possible	25-26 Interim Target	25-26 Year Goal: %
All Grades ELA/Reading Meets Grade Level or Above STAAR Performance	48%	100%	48%	60%	100%	46%	60%
All Grades Math Meets Grade Level or Above STAAR performance	39%	100%	39%	49%	100%	49%	49%
D III Academic Achievement Component	12	24	50%	18	24	N/A	75%
D III Growth Status Component	0	24	0%	15	24	N/A	63%
Progress in Achieving EL Proficiency -EB	0	4	0%	3	4	40%	75%
Student Success Status, Component -STAAR Only	1	12	8%	9	12	37%	63%

SECTION 2B: UNDERPERFORMING STUDENT GROUP(S) GOALS

TABLE: 2025-2026 TARGETS FOR EACH STUDENT GROUP

Campus' Identified Subgroups: NOT APPLICABLE TO THIS CAMPUS

2025-2026 Subgroup (As per campus Data)	Target Goal for RLA Academic Achievement	Target Goal for Math Academic Achievement	Target Goal for RLA Growth	Target Goal for Math Growth	Target Goal for Student Success (SQSS)	Target Goal for ELPS
Sp. Ed (Current)	20% (2 point)	24% (2 point)	35% (2 point)	47% (2 point)	21% (2 point)	40%
Continuously Enrolled	47% (3 point)	51% (3 point)	65%	70%	48%	40%

ELEMENTARY Closing the Gaps Interim Targets 2022-2027

Subgroup (As per campus Data)	RLA Academic Achievement Target	Math Academic Achievement Target	RLA Growth Target	Math Growth Target	Student Success (SQSS) Target	ELPS Target
ALL	46%	49%	64%	69%	47%	NA
Hispanic	39%	44%	62%	68%	41%	NA
Economically Disadvantaged	35%	40%	60%	65%	38%	NA
Emergent Bilingual (Current & Monitored)	37%	69%	61%	66%	37%	40%
Sp. Ed (Current)	38%	45%	64%	70%	23%	NA
Continuously Enrolled	47%	51%	65%	70%	48%	NA

SECTION 3: SCHOOL IMPROVEMENT STRATEGY**1. STRATEGY IMPLEMENTED FOR THIS CAMPUS**

Intensive Curriculum and Instruction

2. PRIORITY C&I FOCUS AREA

The goal of this strategy is to strengthen the connection between curriculum implementation, instructional delivery, and student outcomes through a consistent and intentional observation and feedback process. The focus is on ensuring all classroom instruction aligns with the district curriculum, TEKS rigor, and research-based instructional strategies (RBIS) while building teacher capacity through targeted coaching. Because the goal is to improve RLA meets performance to 60% and Math meets performance to 49%, this strategy must also include the systematic analysis of benchmark data, formative assessments, and student work samples. Through PLCs, leaders and teachers will engage in structured discussions that identify opportunities for reteach, targeted intervention, and instructional adjustments to directly address student learning needs. These strategies align to the findings of the ESF diagnostic.

3. GRANTS AWARDED TO SUPPORT THIS STRATEGY (LIST)

LASO Grant

4. GRANTS APPLIED FOR OR INTENDED TO APPLY FOR (LIST)

LIFT

SECTION 4A: FOCUSED PRIORITY AREAS & STRATEGIES - PRIORITY AREA 1**1. PRIORITY AREA 1: KEY ACTION / SUBJECT / SUB POPULATION AND IMPACT ON STUDENT OUTCOMES**

Observation and Feedback for 3rd-5th RLA Teachers

2. GOAL STATEMENT (SMART)

By May 2026, 100% of RLA classroom teachers in 3rd-5th grade will complete a minimum of at least two observation and feedback cycles per semester focused on the implementation of SAVVAS curriculum aligned to research-based instructional strategies (RBIS). The goal is to ensure consistent implementation of district-aligned curriculum, increased instructional rigor, and measurable growth at the meets performance level on STAAR to a 60 %. In addition, a structured data analysis process will occur every reporting period to review student performance trends, monitor progress toward goals, and inform targeted instructional adjustments.

3. ACTIVITIES AND MILESTONES TO FULLY IMPLEMENT THIS STRATEGY

WHEN	WHAT
August - September 2025	- Teachers complete initial Learning Labs PD focused on HQIM implementation. - Complete first round of classroom observation and coaching cycles - Instruction demonstrates stronger alignment to TEKS and HQIM lesson structure as evidenced by classroom observations - Activities: - Conduct classroom observations and coaching debriefs focused on lesson pacing, delivery, and use of internalization protocols. - Provide feedback to ensure fidelity to HQIM structures and instructional expectations. - Review observation trends during PLCs to plan targeted support.
October 2025	- Teachers engage in the second observation and coaching cycle, demonstrating improved use of SAVVAS Reading materials and instructional supports. - Leadership team demonstrates consistency in using SAVVAS Reading observation tools. - Common instructional trends will be identified across grade levels. - Coaching and feedback will be aligned to SAVVAS Reading implementation goals. - Activities: - Facilitate collaborative coaching meetings where leaders review observation evidence and plan targeted support for teachers based on instructional needs. - Conduct calibration sessions to align feedback expectations and ensure consistency across observers. - Use observation data to refine coaching focus areas for the next cycle.
November - December 2025	- Teachers engage in the third observation and coaching cycle, demonstrating improved use of SAVVAS Reading materials and instructional protocols. - Evidence of student engagement, comprehension, and instructional rigor increases in classrooms. - Interim assessment and formative data will be used to monitor student progress and adjust instruction. - Activities: - Conduct third round of classroom observations and coaching debriefs, focusing on fidelity to SAVVAS Reading routines, rigor, and student engagement. - Analyze interim benchmark and formative assessment data in PLCs to identify learning gaps.

	○ Adjust instructional plans and interventions based on data to ensure students stay on track toward end-of-year reading goals. ○ Facilitate mid-year professional learning sessions to refine SAVVAS Reading implementation based on fall feedback and observation trends.
January 2026	● Campus demonstrates measurable progress toward a 60% increase in Reading Meets performance on STAAR. ● Interim benchmark data shows trends in student growth and identifies learning gaps. ● Instructional adjustments are implemented to keep students on track for end-of-year goals. ● Activities: ○ Review benchmark and formative assessment data to monitor progress toward Reading Meets performance. ○ Adjust instructional support and reteach plans based on identified gaps. ○ Share data trends with staff to highlight classrooms showing growth and collaboratively plan strategies for remaining areas of need.
February - March 2026	● Students show growth in fluency, comprehension, and responding to text-based questions. ● Mid-year benchmark data indicates progress toward the 60% Reading Meets goal. ● Teachers implement targeted interventions and enrichment based on observed trends. ● Coaching cycles emphasize instructional rigor and fidelity to SAVVAS Reading routines. ● Activities ○ Conduct classroom walkthroughs focused on comprehension strategies, text evidence, and student engagement. ○ Analyze benchmark and formative assessment data to identify students needing targeted support. ○ Facilitate PLC discussions to adjust reteach and enrichment plans. ○ Conduct small group coaching and feedback sessions to support teacher growth.
April - May 2026	● Students are prepared for STAAR with strong engagement and mastery of key reading skills. ● End-of-year STAAR results reviewed to determine progress toward the 60% Reading Meets goal. ● Campus identifies successes and instructional priorities for the next school year. ● Activities: ○ Conduct STAAR readiness walkthroughs to monitor instructional rigor, TEKS alignment, and student engagement. ○ Implement final reteach and enrichment activities based on assessment data. ○ Facilitate end-of-year reflection sessions with leadership and grade-level teams to celebrate growth, identify next steps, and refine instructional priorities. ○ Develop action plans to address remaining gaps and plan interventions for summer and the following year.
June 2026	● End-of-year data will be reviewed to finalize progress toward the 60% Reading Meets goal. ● Successes and areas for growth identified to guide summer interventions and planning for the 2026–2027 school year. ● Identify students needing summer reading interventions or enrichment opportunities. ● Conduct reflection sessions with teachers and leadership to celebrate achievements and discuss improvements. ● Develop action plans for next year's instructional priorities, professional development, and targeted support.

4. TOOLS USED TO EVALUATE IMPLEMENTATION OF THE STRATEGY

- RBIS Observation Rubric
- PLC Agendas and Documentation
- Eduphoria
- Coaching Forms

- Walkthrough Observation Tools

5. PERFORMANCE MANAGEMENT: WHO AND HOW WILL LIP IMPLEMENTATION BE MONITORED

WHO	HOW	MONITORING FREQUENCY
Velma Flores School Principal	Observation dates, feedback trends, teacher responses, and the implementation of suggested strategies will be documented on Texas Color Band Classroom/Score sheets.	Data analysis will occur each reporting period. Analyze grading period benchmark data, formative assessments, and student work samples.
Kelly Sarinana Assistant Principal	Leadership and instructional coaches will collect, review, and analyze observation data regularly to monitor teacher growth and instructional fidelity.	Identify students needing reteach, enrichment, or intervention based on data trends each reporting period.
Cynthia Sanchez Instruction and Assessment Strategist	PLCs will be used to discuss trends, adjust coaching supports, and plan targeted interventions based on documented evidence. A checklist aligned to curriculum expectations, TEKS rigor, and RBIS will be used to consistently evaluate instructional practices.	Adjust small-group instruction and individualized support accordingly. Share data with staff during PLCs to collaboratively plan strategies for improvement.

6. RESOURCES / FUNDING

- Eduphoria
- Coaching Forms
- Texas Color Bands Classroom and Individual Score Boards
- PLC Agendas

SECTION 4B: FOCUSED PRIORITY & STRATEGIES: PRIORITY AREA 2**1. PRIORITY AREA 2: KEY ACTION / SUBJECT / SUB POPULATION AND IMPACT ON STUDENT OUTCOMES**

Observation and Feedback for 3rd-5th Math Teachers

2. GOAL STATEMENT (SMART)

May 2026, 100% of Math classroom teachers in 3rd-5th grades will complete a minimum of at least two observation and feedback cycles per semester focused on the implementation of Bluebonnet curriculum aligned to research-based instructional strategies (RBIS). The goal is to ensure consistent implementation of district-aligned curriculum, increased instructional rigor, and measurable growth in the meets performance level on STAAR to a 49 %. In addition, a structured data analysis process will occur every reporting period to review student performance trends, monitor progress toward goals, and inform targeted instructional adjustments.

3. ACTIVITIES AND MILESTONES TO FULLY IMPLEMENT THIS STRATEGY

WHEN	WHAT
August – September 2025	• Texas Color bands & Math Bluebonnet Learning Labs PD (Aug 7, 2025). • Teachers complete initial lesson internalization training for Bluebonnet Math. • Participate in first observation and coaching cycle, focusing on lesson alignment, delivery, and internalization protocols. • Conduct classroom observations and debriefs, emphasizing TEKS alignment and fidelity to HQIM lesson structure.
October 2025	• Bluebonnet Module Studies (Oct. 1 & Oct. 22) • Teachers participate in the second observation and coaching cycle, demonstrating improved use of HQIM materials and internalization protocols. • Conduct leadership team calibration sessions using Bluebonnet observation tools. • Align feedback expectations and identify common trends to guide coaching and support.
November – December 2025	• Bluebonnet Internalization PD (Nov 12 & Dec 3) • Teachers participate in the third observation and coaching cycle, demonstrating improved use of HQIM materials and internalization protocols. • Conduct observations and debriefs, focusing on lesson internalization, rigor, and student engagement. • Analyze interim and formative data in PLCs to evaluate progress and adjust instructional plans.
January 2026	• Campus targets a 49% increase in Math Meets STAAR performance. • Use benchmark data to track progress, identify gaps, and guide reteach plans. • Review assessment data to adjust supports and share trends with staff. • Highlight growth and collaboratively address remaining areas of need.
February - March 2026	• District and Campus Leadership and Math teachers will engage in PD provided by Region One aligned to the prioritized focus areas of curriculum implementation and observation and feedback cycles. • Teachers complete 4th and 5th observation/coaching cycles focused on reteaching and enrichment. • Analyze midyear benchmark data to track progress toward the 49% Math Meets increase and guide instructional adjustments.

	• Conduct midyear PL sessions to refine Bluebonnet implementation based on fall feedback. • Use PLCs to plan targeted interventions for standards needing reteach or enrichment.
April - May 2026	• Teachers complete final observation and coaching cycles focused on STAAR readiness and rigorous lesson delivery. • Review STAAR results to assess progress toward the 49% Math Meets goal and plan next steps. • Conduct STAAR readiness walkthroughs to monitor rigor, TEKS alignment, and student engagement. • Hold end-of-year data reflection sessions to celebrate growth, identify next steps, and refine instructional priorities for 2026–2027.
June 2026	• Review observation and feedback data along with preliminary STAAR results. • Determine if the 49% Math Meets performance goal was met. • Identify areas of success and next steps for continued instructional growth.

4. TOOLS USED TO EVALUATE IMPLEMENTATION OF THE STRATEGY

- Texas Color bands
- Observation and Feedback Cycles
- Bluebonnet Eduphoria, Rubric
- Student Scoreboards, and Data Sheets
- DATA for TEA Accountability

5. PERFORMANCE MANAGEMENT: WHO AND HOW IMPLEMENTATION WILL BE MONITORED

WHO	HOW	MONITORING FREQUENCY
Velma Flores School Principal Kelly Sarinana Assistant Principal Cynthia Sanchez Instruction and Assessment Strategist	Observation dates, feedback trends, teacher responses, and the implementation of suggested strategies will be documented on Texas Color Band Classroom/Score sheets. Leadership and instructional coaches will collect, review, and analyze observation data regularly to monitor teacher growth and instructional fidelity. PLCs will be used to discuss trends, adjust coaching supports, and plan targeted interventions based on documented evidence. A checklist aligned to curriculum expectations, TEKS rigor, and RBIS will be used to consistently evaluate instructional practices.	• Every Grading Period-DATA Analysis Analyze grading period benchmark data, formative assessments, and student work samples. • Identify students needing reteach, enrichment, or intervention based on data trends. • Adjust small-group instruction and individualized support accordingly. • Share data with staff during PLCs to collaboratively plan strategies for improvement.

6. RESOURCES / FUNDING

- Every Grading Period-DATA Analysis
- Analyze grading period benchmark data, formative assessments, and student work samples.
- Identify students needing reteach, enrichment, or intervention based on data trends.
- Adjust small-group instruction and individualized support accordingly.
- Share data with staff during PLCs to collaboratively plan strategies for improvement.

SECTION 5A: PROGRESS MONITORING: GOAL A

GOAL A

By May 2026, 100% of RLA classroom teachers in 3rd-5th grade will complete a minimum of least two observation and feedback cycles per semester focused on the implementation of SAVVAS curriculum aligned to research-based instructional strategies (RBIS). The goal is to ensure consistent implementation of district-aligned curriculum, increased instructional rigor, and measurable growth at the meets performance level on STAAR to a 60 %. In addition, a structured data analysis process will occur every reporting period to review student performance trends, monitor progress toward goals, and inform targeted instructional adjustments.

PROGRESS MONITORING TABLE

Date	Data Source	Outcome	Progress Toward Goal	Notes (Adjustments & Reflections)
Texas Color band 2025-2026 August 7, Sept. 19, Oct. 3, Nov. 17, Jan. 16 PLC Weekly (September- May) --Thursday Eduphoria Aware: Student Data (Grading Period) Sept. 29 Nov. 10, Jan. 15, Feb. 26, May 7 Eduphoria Strive: Teacher Observation-- Weekly RBIS/Bluebonnet Rubrics Nov-Dec	Texas Color bands Data Tool, Eduphoria, Coaching Sheets, Bluebonnet Rubric, RBIS Rubrics, PLC Agenda, Sign in Sheets, Eduphoria Aware Reports (Grading Period, District Benchmarks)			
September 25, 2025	RP 1 3 rd Grade	21%	Moving towards goal	
November 7, 2025	RP 2 3 rd Grade	12%	Moving towards goal	
December 19, 2025	BM 3 rd Grade	43%	Making Great Progress	
February 20, 2026	RP 4 3 rd Grade	36%	Progressing	
September 26, 2025	RP 1 4 th Grade	61%	Accomplished	
November 7, 2025	RP 2 4 th Grade	28%	Moving Toward Goal	
December 19, 2025	BM 4 th Grade	53%	Making Great Progress	
February 20, 2026	RP 4 4 th Grade	31%	Moving Toward Goal	
September 26, 2025	RP 1 5 th Grade	11%	Moving Toward Goal	
November 7, 2025	RP 2 5 th Grade	9%	Moving Toward Goal	
December 19, 2025	BM 5 th Grade	36%	Progressing	
February 20, 2026	RP 4 5 th Grade	8%	Moving Toward Goal	
December 19, 2025	Meets for 3 rd -5 th Grade BM	43%	Great Progress	

SECTION 5A NOTES

Implementation Strengths

•

Student Impact

•

Adjustments to Inform Next Year's Planning

SECTION 5B: PROGRESS MONITORING: GOAL B

GOAL B (FROM PRIORITY AREA 2)

May 2026, 100% of Math classroom teachers in 3rd-5th grades will complete a minimum of at least two observation and feedback cycles per grading period focused on the implementation of Bluebonnet curriculum aligned to research-based instructional strategies (RBIS). The goal is to ensure consistent implementation of district-aligned curriculum, increased instructional rigor, and measurable growth in the meets performance level on STAAR to a 49 %. In addition, a structured data analysis process will occur every reporting period to review student performance trends, monitor progress toward goals, and inform targeted instructional adjustments.

PROGRESS MONITORING TABLE: (END-OF-YEAR COMPLETED VERSION)

Date	Data Source	Outcome	Progress Toward Goal	Notes (Adjustments & Reflections)
Texas Color band 2025-2026 August 7, Sept. 19, Oct. 3, Nov. 17, Jan. 16 PLC Weekly (September- May) --Thursday Eduphoria Aware: Student Data (Grading Period) Sept. 29 Nov. 10, Jan. 15, Feb. 26, May 7 Eduphoria Strive: Teacher Observation--Weekly RBIS/Bluebonnet Rubrics Nov-Dec	Texas Color bands Data Tool, Eduphoria, Coaching Sheets, Bluebonnet Rubric, RBIS Rubrics, PLC Agenda, Sign In Sheets, Eduphoria Aware Reports (Grading Period, District Benchmarks)			
September 25, 2025	Module 1-2 3 rd Grade	7%	Moving toward goal	
November 6, 2025	Module 2-3 3 rd Grade	8%	Moving toward goal	
December 19, 2025	BM 3 rd Grade	8%	Moving toward goal	
September 24, 2025	Module 1-2 4 th Grade	42%	Making great progress	
November 5, 2025	Module 3 4 th Grade	12%	Moving toward goal	
December 19, 2025	BM 4 th Grade	43%	Making great progress	
September 26, 2025	Module 1-2 5 th Grade	24%	Moving toward goal	
November 7, 2025	Module 3 5 th Grade	16%	Moving toward goal	
December 19, 2025	BM 5 th Grade	22%	Moving toward goal	
December 19, 2025	Meets for 3 rd -5 th Grade BM	25%	Moving toward goal	
February 24, 2026	Region One Observations	100% utilization and alignment to Math Curriculum, 67% Student Engagement, 50% engaged with two or more strategies	On Track	Based on the classroom observation data, campus leaders identified Checking for Understanding (CFU) as the primary focus area, with additional concerns around lesson internalization, use of varied instructional strategies, and consistent implementation of Turn and Talk structures.

SECTION 5B NOTES

Implementation Strengths

-

Student Impact

-

Adjustments for Future Planning

-

SECTION 6: ADJUSTMENTS & REFLECTIONS

Date	Strategy Adjusted	Reason for Adjustment	Update to Plan Rationale
December 1, 2025	Adjustment to Feedback Cycles	As a result of the incident at Marcell Elementary, students and staff were displaced, necessitating the temporary relocation of campus operations to Pearson Elementary School for an eight-week instructional period. While instruction continuity was maintained and a safe, structured learning environment was prioritized, the relocation did result in disruptions to certain operational systems, including established teacher feedback and observation cycle	
February 16, 2026	Frequency of 3 to complete all 4	As of February 16, 2026, the campus resumed operations at Marcell Elementary. A current priority is to reestablish and adjust instructional support systems, including ensuring a minimum of three targeted feedback cycles for teachers in grades 3–5 in both reading and mathematics to strengthen instructional practice and student outcomes.	

Narrative Summary

SECTION 7: SUBMISSION & COMPLIANCE

Public Meeting: 11/5/2025

Submission to Region One ESC: Complete

Progress Monitoring (December 2025 -January 2026)

- January 26, 2026 – Data Step Back 1

Progress Monitoring (February-March 2026)

- February 24, 2026 – Data Step Back 2 and Classroom Walkthroughs

Board Presentation: March 11, 2026

Executive Summary:

Principal Anel Hernandez
2025-2026

Mission CISD

Local Improvement Plan

Carl C. Waitz Elementary

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Mission CISD

Carl C. Waitz Elementary

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LOCAL IMPROVEMENT PLAN (LIP) 2025-2026

District: *Mission CISD*

Campus: *Carl C. Waitz Elementary*

Campus Number: *108908112*

Campus Vision Statement

Waitz Elementary is a Media and Communications Academy that provides students with knowledge, confidence, leadership, and social skills to conquer 21st-century technology. We aim to foster students to become information leaders by studying and implementing how media technologies educate, tell stories, and entertain audiences. By engaging in real-world experiences, students will become independent thinkers and develop the skills to become successful lifelong learners.

Mission CISD Statement

Mission CISD will prepare and inspire all students to be equipped to excel in the college and career of their choice, dominate skills in leadership, knowledge, language, and technology to compete in a global economy and serve as a successful citizen in their community.

STAFFING

Principal: Anel Hernandez

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DCSI: Kim Risica

Email: Kmrisica@mcisd.org

Campus Intervention Team (CIT):

- *DCSI:* Kim Risica
- *Principal:* Anel Hernandez

CAMPUS DEMOGRAPHICS (2024-2025 BASELINE)

Category	Value
Enrollment	361
Grade Levels	Pre – K - 5
Ethnicity	Hispanic 98.9%, White 1.1%
Economically Disadvantaged	97.5%
English Learners	53.5%
Students with Disabilities	16.1%
Mobility Rate	49.7%
Attendance Rate	44.6
Teacher FTE	56.3%
Avg. Teacher Experience	16.1

ACCOUNTABILITY

Identified Subgroups: Continuously Enrolled, Special Education (Monitoring)

Overall Rating: C (75)

SECTION 1: NEEDS ASSESSMENT & STAKEHOLDER ENGAGEMENT**1. TYPE OF NEEDS ASSESSMENT CONDUCTED**

ESF Diagnostic

2. DATE CONDUCTED

December 4, 2024

3. SUMMARY OF FINDINGS

Based on the ESF Diagnostic, the priority areas of focus are HQIM for Math since only 63% out of 75% of the assignments submitted met the threshold for high quality assignments. In addition, walk-through observations and feedback cycles was identified as a priority since there was limited evidence of post-observation debriefs that were conducted within 2 – 3 days. The final priority focus area identified was PLC data analysis since there was limited evidence of the creation of plans to respond to the highest leverage gaps as well as limited evidence of at least one visible student progress tracking artifact in every classroom.

4. PUBLIC MEETING ASSURANCE: YES**5. SCHOOL BOARD PRESENTATION ASSURANCE: YES****6. BOARD APPROVAL DATE**

March 11, 2026

SECTION 2A: CAMPUS WIDE STUDENT OUTCOME GOALS

CAMPUS-WIDE OUTCOME GOALS TABLE (2025-2026)

Indicator	24-25 Year: % / Points Earned	24-25 Year: Points Possible	24-25 Year: %	25-26 Goal:	25-26 Goal: Possible	25-26 Interim Target	25-26 Year Goal: %
All Grades ELA/Reading Meets Grade Level or Above STAAR Performance	43%	100%	43%	46%	100%	46%	46%
All Grades Math Meets Grade Level or Above STAAR performance	36%	100%	36%	44%	100%	49%	44%
D III Academic Achievement Component	13	24	54%	17	24	N/A	71%
D III Growth Status Component	11	24	46%	15	24	N/A	63%
Progress in Achieving EL Proficiency -EB	3	4	75%	3	4	40%	75%
Student Success Status, Component -STAAR Only	5	12	42%	8	12	37%	67%

SECTION 2B: UNDERPERFORMING STUDENT GROUP(S) GOALS

TABLE: 2025-2026 TARGETS FOR EACH STUDENT GROUP

Campus' Identified Subgroups: Continuously Enrolled, Special Education (Monitoring)2025-2026 Subgroup (As per campus Data)	Target Goal for RLA Academic Achievement	Target Goal for Math Academic Achievement	Target Goal for RLA Growth	Target Goal for Math Growth	Target Goal for Student Success (SQSS)	Target Goal for ELPS
Sp. Ed (Current)	20% (2 point)	24% (2 point)	35% (2 point)	47% (2 point)	21% (2 point)	40%
Continuously Enrolled	47% (3 point)	51% (3 point)	65%	70%	48%	40%

ELEMENTARY Closing the Gaps Interim Targets 2022-2027

Subgroup (TEA)	RLA Academic Achievement Target	Math Academic Achievement Target	RLA Growth Target	Math Growth Target	Student Success (SQSS) Target	ELPS Target
ALL	46%	49%	64%	69%	47%	NA
Hispanic	39%	44%	62%	68%	41%	NA
Economically Disadvantaged	35%	40%	60%	65%	38%	NA
Emergent Bilingual (Current & Monitored)	37%	69%	61%	66%	37%	40%
Sp. Ed (Current)	38%	45%	64%	70%	23%	NA
Continuously Enrolled	47%	51%	65%	70%	48%	NA

SECTION 3: SCHOOL IMPROVEMENT STRATEGY

1. STRATEGY IMPLEMENTED FOR THIS CAMPUS

Intensive Curriculum and Instruction

2. PRIORITY C&I FOCUS AREA

One improvement strategy that we will focus on will be walk-through observation and feedback cycles in Math. The strategy was selected to improve the delivery of instruction which will lead to an increase in student performance. There was limited evidence of post-observation (walk-throughs) debriefs within 2 – 3 days of the walk-through to establish specific goals or actionable steps for teacher professional growth. Walk-through feedback and coaching will be documented on Eduphoria: STRIVE. Another improvement strategy will be the implementation of PLC data analysis since there is limited evidence of the creation of plans to respond to the highest leverage gap and student progress tracking charts.

3. GRANTS AWARDED TO SUPPORT THIS STRATEGY (LIST)

LASO Grant

4. GRANTS APPLIED FOR OR INTENDED TO APPLY FOR (LIST)

LIFT / PLC Add On

SECTION 4A: FOCUSED PRIORITY AREAS & STRATEGIES - PRIORITY AREA 1

1. PRIORITY AREA 1: KEY ACTION / SUBJECT / SUB POPULATION AND IMPACT ON STUDENT OUTCOMES

Observation & Feedback in Math for Continuously Enrolled and Special Education students. Both sub-populations will be monitored so that academic performance will increase.

2. GOAL STATEMENT (SMART)

By May 2026, the campus leadership team will ensure full implementation of the Bluebonnet Curriculum. The campus will establish and sustain collaborative learning cycles that analyze classroom observation/feedback for 3rd-5th grade Math teachers by conducting a minimum of two per reporting period to refine instructional practices. As a result, student performance will increase in STAAR Math Performance from 36% to 44% at Meets Grade Level.

3. ACTIVITIES AND MILESTONES TO FULLY IMPLEMENT THIS STRATEGY

WHEN	WHAT
8/5/25	<i>TTESS Overview & Refresher</i>
8/11/25	<i>Mini-Learning Lab (modeling): District Exemplar Math Teachers</i>
September-May	<i>Conduct classroom walkthroughs to monitor HQIM implementation</i>
10/24/25	<i>Administrator Great Minds Overview Professional Development</i>
12/1/25 & 1/20/26	<i>Great Minds Learning Walks (ongoing process through 2nd semester)</i>

4. TOOLS USED TO EVALUATE IMPLEMENTATION OF THE STRATEGY

- Submission of Lesson Internalizations by teacher
- STRIVE Walk-Through Data
- Bluebonnet Observation Tool

5. PERFORMANCE MANAGEMENT: WHO AND HOW IMPLEMENTATION WILL BE MONITORED

WHO	HOW	MONITORING FREQUENCY
Administrators and Instructional and Assessment Strategist	• will review submissions of lesson internalization which are uploaded to campus Google Drive.	• Weekly
Principal and Assistant Principal	• will review appraiser comparison data. • will provide a copy of the Bluebonnet observation tool to teachers. • will provide coaching and feedback as needed after observations.	• Weekly

6. RESOURCES / FUNDING

- Bluebonnet Teacher Course Guide
- Eduphoria: Aware / Grant
- Bluebonnet Observation Tool

SECTION 4B: FOCUSED PRIORITY & STRATEGIES: PRIORITY AREA 2

1. PRIORITY AREA 2: KEY ACTION / SUBJECT / SUB POPULATION AND IMPACT ON STUDENT OUTCOMES

Data Analysis in Math for Continuously Enrolled and Special Education students. Both sub-populations will be monitored so that academic performance will increase.

2. GOAL STATEMENT (SMART)

By May 2026, the campus will establish and sustain data-driven PLCs that analyze student performance data every reporting period to monitor progress towards established goals. 3rd-5th Grade Math teachers will utilize the campus student performance tracker to monitor formative and summative assessments data which will lead to an increase of 3% at the Meets Performance Level each reporting period. As a result, student performance will increase in STAAR Math Performance from 36% to 44% at Meets Grade Level.

3. ACTIVITIES AND MILESTONES TO FULLY IMPLEMENT THIS STRATEGY

WHEN	WHAT
8/4/25	<i>Conduct campus-wide PLC orientation emphasizing the data-driven cycle and identifying lowest TEKS (plan of action).</i>
8/4/25	<i>Provide training on interpreting 2025 STAAR data by Instructional and Assessment Strategist</i>
9/29/25, PLC Dates	<i>Teachers created a Plan of Action during PLC data analysis using Bluebonnet HQIM formative assessments.</i>
9/29/25	<i>The district testing director conducted accountability training targeting Domain III.</i>
10/1/25, 10/22/25, 11/12/25, 12/3/25	<i>Great Minds Virtual Math PLCs</i>
10/17/25, 1/23/26	<i>Provide Texas Color Bands training: Overview of Accountability and Campus Goals</i>
October-April	<i>Teacher/Student Conference on goal setting and tracking</i>
12/8/25, 1/12/26, 1/29/26, 2/13/26, 2/24/26, 3/13/26, 3/27/26	<i>Great Minds PLC</i>
2/6/2026	<i>Region One Training: RBIS Aligned Content Support, Internalizations, PLCs</i>

4. TOOLS USED TO EVALUATE IMPLEMENTATION OF THE STRATEGY

- Color Bands Scoreboards
- Glows & Grows Action Plan Submission
- Campus Student Tracker
- PLC Agendas
- Eduphoria: Aware Reports

5. PERFORMANCE MANAGEMENT: WHO AND HOW IMPLEMENTATION WILL BE MONITORED

WHO	HOW	MONITORING FREQUENCY
Administrators and Instructional and Assessment Strategist	will participate in Math PLCs.	PLCs will be held a minimum of two times a month.
	will ensure teacher submit plan of actions after every reporting period assessment and will discuss during the following PLC.	Weekly Data using Campus Student Tracker
Teachers	will meet with students individually (Instructional and Assessment Strategist and administrators will review.)	Reporting Period Data using Color Bands Scoreboards

6. RESOURCES / FUNDING

- Texas Color Bands
- Campus Plan of Action: Grows & Glows
- Campus Student Tracker
- Great Minds

SECTION 5A: PROGRESS MONITORING: GOAL A**GOAL A**

By May 2026, the campus leadership team will ensure full implementation of the Bluebonnet Curriculum. The campus will establish and sustain collaborative learning cycles that analyze classroom observation/feedback for 3rd-5th grade Math teachers by conducting a minimum of two per reporting period to refine instructional practices. As a result, student performance will increase in STAAR Math Performance from a 36% to 44% at Meets Grade Level.

PROGRESS MONITORING TABLE

Date	Data Source	Outcome	Progress Toward Goal	Notes (Adjustments & Reflections)
12/1/25	Great Minds Learning Walks	4 out of 5 3 rd -5 th grade math teachers were observed by campus and district leadership team and Great Minds Consultant. Learning walks were conducted for 10 minutes and after we debriefed and identified Glows/Grows/Next Steps	On Track	Teachers were provided with next steps during face-to-face coaching and feedback meetings.
1/20/26	Great Minds Learning Walks	Two out of five 3 rd -5 th Grade Math teachers were observed by campus and district leadership team and Great Minds Consultant. Learning walks were conducted for 10 minutes and after we debriefed and identified Glows/Grows/Next Steps.	On Track	Teachers were provided with next steps during face-to-face coaching and feedback meetings.
2/27/26	Region One Learning Walks	Four out of five 3 rd -5 th Grade Math Teachers were observed by campus and district leadership team and Region One Facilitator. Learning walks were conducted for 10 minutes and after we debriefed and identified Glows/Grows/Next Steps.	On Track	Teachers were provided with next steps during face-to-face coaching and feedback meetings. Scheduled to return in April to monitor the next steps discussed during the face-to-face coaching.

S/ECTION 5A NOTES (END-OF-YEAR SUMMARY FOR GOAL A)**Implementation Strengths**

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Student Impact

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Adjustments to Inform Next Year's Planning

SECTION 5B: PROGRESS MONITORING: GOAL B**GOAL B**

By May 2026, the campus will establish and sustain data-driven PLCs that analyze student performance data every reporting period to monitor progress towards established goals. 3rd-5th Grade Math teachers will utilize the campus student performance tracker to monitor formative and summative assessments data which will lead to an increase of 3% at the Meets Performance Level each reporting period. As a result, student performance will increase in STAAR Math Performance from 36% to 44% at Meets Grade Level.

PROGRESS MONITORING TABLE

Date	Data Source	Outcome	Progress Toward Goal	Notes
8/24/25-9/5/25	I Ready BOY Math Diagnostic	3rd Grade: On Grade level =0%, Mid-Above Grade level =0% 4th Grade: On Grade level =16%, Mid-Above Grade level =0% 5th Grade: On Grade level =8%, Mid-Above Grade level =2	Not On Track	
9/22/25-9/26/25	1st RP Math Assessment	3rd Grade: Meets=2.78%, Masters=0% 4th Grade: Meets=44.44%, Masters=8.33% 5th Grade: Meets=30%, Masters=16.67%	Not on Track	
11/3-11/7/25	2 nd RP Math Assessment	3rd Grade: Meets=0%, Masters=0% 4th Grade: Meets=33.33%, Masters=2.78% 5th Grade: Meets=21.05%, Masters=1.75%	Not on Track	
3rd: 12/10/25, 4th: 12/11/25, 5th: 12/15/25	District Math Benchmark	3rd Grade: Meets=2.7%, Masters=0% 4th Grade: Meets=22.22%, Masters=5.56% 5th Grade: Meets=17.24%, Masters=0%	Not on Track	Teachers created Action Plans based on Benchmark Data targeting lowest TEKS with highest frequency.
1/13/26-1/31/26	I Ready MOY Math Diagnostic	3rd Grade: On Grade level =11%, Mid-Above Grade level =0% 4th Grade: On Grade level =33%, Mid-Above Grade level =5% 5th Grade: On Grade level =13%, Mid-Above Grade level =3%	Not on Track	
11/11/25-2/27/26	Campus Bluebonnet Module Tracker	3rd Grade Module3: Meets=59% 3rd Grade Module 4: Meets=0%, 3rd Grade Module 5: Meets=61%, 4th Grade Module3: Meets=63% 4th Grade Module 4: Meets=65% 4th Grade Module 5: Meets=62% 5th Grade Module3: Meets=0% 5th Grade Module 4: Meets=0% 5th Grade Module 5: Meets=0%	Not on Track – 3 rd and 5 th Grade On Track – 4 th Grade	Percentages displayed were the grade levels' class average for each Topic for Modules 3-5.

SECTION 5B NOTES (END-OF-YEAR SUMMARY FOR GOAL B)**Implementation Strengths**

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Student Impact

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Adjustments for Future Planning

SECTION 6: ADJUSTMENTS & REFLECTIONS

Date	Strategy Adjusted	Reason for Adjustment	Update to Plan Rationale
1/13/26	Based on District Benchmark, Action plan was created to track lowest TEKS using a TEKS Tracker	Campus data reflected that teachers identify the lowest TEKS; however, reteach and monitoring of that TEK needed implementation.	
1/19/26	Tutorials	Tutorials were initiated this semester with one day for a focus on Math.	
2/4/26	3rd Grade Problem Solving Intervention Block	Data reflected our 3rd grade students needed intense interventions.	

Narrative Summary

SECTION 7: SUBMISSION & COMPLIANCE

Public Meeting: YES

Submission to Region One ESC: YES

Progress Monitoring (December-January 2026): Ongoing

Progress Monitoring (February-March 2026): Ongoing

Board Presentation: March 11, 2026

EXECUTIVE SUMMARY