

Richardson Independent School District



Math Science Technology Magnet

2026-2027 Campus Improvement Plan

Mission Statement

Through the process of inquiry, the MST Magnet will develop intrinsically motivated students who are innovative problem solvers in a dynamic community.

Vision

The vision of MST Magnet is to prepare students to be problem solvers of the future through creativity, collaboration, critical thinking and communication.

Value Statement

- At MST, we believe all students deserve a curriculum and engaging, high quality instruction that prepares them for the future.
- We believe all students can achieve at high levels, academically and socially, when rigorous expectations are established.
- We believe all students need to know they are loved, regardless of race, religion, background, or achievement level. Our differences are what make us great!
- MST opens the door for all students' futures by integrating STEM experiences into all content areas.
- We believe all students need their own tools to succeed as a citizen and a learner, and we recognize that every students' growth journey from home to school is unique.
- MST values a strong sense of community, respect, and camaraderie, and we believe that we are part of a larger community, striving for greatness.

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Comprehensive Needs Assessment

Student Learning

Summary

Math data from Fall 2022 to Spring of 2023 indicates that 46% of kindergarten students, 57% of first grade students, 31% of second grade students, 49% third grade students, 29% of fourth grade students, 26% of fifth grade students, and 59% of sixth grade students met or exceeded their Math MAP growth goals.

Reading data from Fall 2022 to Spring of 2023 indicates that 55% of kindergarten students, 47% of first grade students, 41% of second grade students, 46% third grade students, 44% of fourth grade students, 30% of fifth grade students, and 46% of sixth grade students met or exceeded their Reading MAP growth goals.

On the Reading MAP test, 38% of students scored in the high achieving/high growth quadrant, 36% of students scored in the high achievement/low growth quadrant, 4% of students scored in the low achievement/high growth, and 22% of students scored in the low achievement/low growth quadrant.

On the Math MAP test, 37% of students scored in the high achieving/high growth quadrant, 42% of students scored in the high achievement/low growth quadrant, 3% of students scored in the low achievement/high growth, and 19% of students scored in the low achievement/low growth quadrant.

Assessment performance tables can be found in the Appendix.

Strengths

- EOY MAP data shows 67% of students are scoring at or above the 61st percentile.
- Overall 64% of our campus students performed at the high achievement indicator. 38% scored at high growth and high achievement.
- 57% of first graders met projected growth growth measures and 59% of our sixth graders met projected growth in math from Fall 2022 to Spring 2023.
- 55% of kindergarten students met projected growth measures in reading from Fall 22 to Spring 2023.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	All students are not yet meeting growth goals	Need for rigorous, targeted instruction and increased student engagement.

★ = Priority

School Processes & Programs

Summary

Math Science Technology Magnet teachers are highly qualified professionals who are committed to all students connecting, growing, learning, and succeeding.

We believe in fostering opportunities for growth for each child and offer intervention and extensions both during the school day and before/after school to promote student success.

MST offers a variety of student programs and services to support student learning, well-rounded education, and a safe and healthy learning environment. Those programs include but are not limited to:

- STEM Programming
- Dyslexia Services
- Equity, Diversity, and Inclusion Support
- Family Engagement
- Gifted and Talented Services
- Emergent Bilingual Services
- Response to Intervention
- Special Education Services
- Student Services
- Rapid Acceleration Program
- Choir
- Band and Orchestra
- Tutoring
- Robotics
- Broadcast and Communications Club
- School Garden
- Student Leadership Opportunities
- PBIS and House System
- Apple Distinguished School Recognition and Support
- 1:1 iPad and Technology Integration
- Elementary UIL Competitions

Strengths

Our staff is highly committed to the success of each student.

Our schedule offer opportunities for teachers and staff to work collaboratively to meet the needs of students

Our campus culture supports a positive learning environment where students academic as well as social and emotional needs are met.

A culture of high expectations and positive attitudes among the staff have created a supportive and collaborative culture that encourages the growth of all on our campus.

Our campus is committed to working collaboratively to support student growth and achievement and are committed to the PLC process and have embraced the four questions of effective PLCs.

Math Science and Technology Magnet offers processes and programs that support a variety of needs, interests, and levels.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Families do not have equity in access to transportation to/from extra-curricular activities.	Lack of resources (bus transportation for after-school activities).

★ = Priority

Perceptions

Summary

Math Science Technology Magnet is committed to providing a supportive, collaborative and invested culture among students, staff, families and community. We encourage stakeholder involvement and feedback and offer various ways for the family and community to support as a volunteer, member of our site-based campus committee, and PTA.

Strengths

MST teachers understand their role in implementing our school's key actions. Our campus bases its action on the core beliefs of the district.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Not all demographic populations have achieved their full potential academically or behaviorally.	Teacher turnover Lack of teacher experience Student mobility Adequate training and resources to address individual needs

★ = Priority



Goals

Goal 1

We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth

Performance Objective 1 High Priority HB3 Goal

100% of students will meet North Star Goal expectations

Evaluation Data Source:

Student portfolios; Eduphoria data; MAP; CIA; STAAR; mCLASS; CLI data; student goal-progress

Strategy 1

All students will identify a student achievement growth (data) goal and graduate profile (life ready) goal and submit quarterly evidence of progress towards that goal.

Strategy's Expected Result/Impact: Students will demonstrate increased ownership and agency in their learning by setting, monitoring, reflecting on, and providing quarterly evidence of progress toward an academic growth goal and a Graduate Profile goal. Students will make at least one year of academic growth while developing and demonstrating life-ready competencies aligned with the RISD Graduate Profile. Student portfolios and quarterly reflections will provide evidence of academic progress, goal attainment, and growth in future-ready skills.

Staff Responsible for Monitoring: All MST Teachers and Staff; Campus Administration; Instructional Leadership Team

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Administer MAP growth diagnostics to 95% of all eligible students in Reading and Mathematics at BOY, MOY, and EOY.

Strategy's Expected Result/Impact: 95% or more of eligible students will complete BOY, MOY, and EOY MAP assessments, providing reliable growth data that teachers and instructional teams can use to monitor individual student progress, identify needs, and adjust instruction.

Staff Responsible for Monitoring: Administration; ILT; Classroom Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Utilize Schoology for students to set and track goals. Four artifacts added to the Schoology Portfolio - one per quarter. (All training provided by iTeam.)

Strategy's Expected Result/Impact: Students will demonstrate increased ownership and agency in their learning by regularly monitoring, reflecting on, and providing evidence of progress toward individual academic growth and Graduate Profile goals. Each student will maintain a Schoology Portfolio containing at least four artifacts, one per quarter, demonstrating progress and reflection.

Families will have increased awareness of student goals and progress through quarterly communication from teachers and campus leadership. Portfolio evidence will support meaningful student reflection and communication about academic growth and development of life-ready competencies.

Staff Responsible for Monitoring: Campus Administration; Instructional Leadership Team; Classroom Teachers; iTeam Members; Students

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 **High Priority** **HB3 Goal**

100% of staff will meet North Star Goal expectations

Evaluation Data Source: Staff portfolios; Eduphoria data; T-TESS goal evidence; walkthrough data; MAP/CIA/STAAR/mCLASS/CLI student-growth data

Strategy 1

All staff will set personal growth goals using district identified priority TTESS dimensions and submit evidence at middle and end of year conference.

Strategy's Expected Result/Impact: Staff will demonstrate measurable professional growth in identified T-TESS priority dimensions through intentional goal setting, differentiated professional learning, coaching, feedback, and reflection. Middle-of-year and end-of-year evidence will demonstrate progress toward individual goals and increased implementation of effective instructional practices. Increased teacher effectiveness and intentional alignment to TEKS, district instructional priorities, and student needs will contribute to increased student engagement, academic growth, and achievement.

Staff Responsible for Monitoring: Campus Administration; Instructional Leadership Team; All MST Staff

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Provide designated collaborative time during vertical team meetings and campus professional development days every 9 weeks for staff to update their professional portfolios and analyze peer goal-attainment evidence in Schoology.

Strategy's Expected Result/Impact: Staff portfolios will remain current throughout the year and demonstrate measurable progress toward individual professional growth goals. Collaborative review of evidence will increase staff reflection, accountability, and application of professional learning to instructional practice.

Staff Responsible for Monitoring: Administration; ILT; Classroom Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Strategy 3

Utilize Schoology for teachers to set and track goals. Four artifacts added to the Schoology Portfolio - one per quarter. (All training provided by iTeam.)

Strategy's Expected Result/Impact: Staff will demonstrate increased ownership of their professional growth by regularly monitoring, reflecting on, and providing evidence of progress toward individual T-TESS goals. Professional portfolios will serve as an authentic reflection and growth tool rather than a compliance requirement, with quarterly artifacts demonstrating changes in professional practice, application of professional learning, and progress toward identified goals. Portfolio evidence will support meaningful coaching conversations, middle- and end-of-year conferences, and continuous improvement in instructional practices that positively impact student learning.

Staff Responsible for Monitoring: Campus Administration; Instructional Leadership Team; iTeam Members; All MST Staff

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Strategy 4

Provide designated collaborative time during vertical team meetings and campus professional development days every 9 weeks for staff to update their professional portfolios and analyze peer goal-attainment evidence in Schoology.

Strategy's Expected Result/Impact: Staff will maintain current professional portfolios containing evidence of progress toward individual T-TESS growth goals and campus/district instructional priorities. Quarterly collaborative reflection and analysis of peer evidence will strengthen professional dialogue, promote shared learning and collective accountability, and allow staff to identify successful practices and next steps for continued growth. Evidence collected throughout the year will demonstrate measurable professional growth and increased implementation of effective instructional practices that contribute to improved student outcomes.

Staff Responsible for Monitoring: Campus Administration; Instructional Leadership Team; All MST Staff

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3

Implement Multi-Tiered Systems of Support to identify and support behavioral needs of students.

Strategy 1

Implement a clear and consistent Tier I campus behavior expectations and discipline management plan.

- Create common language, core values posters, and behavior proficiency scales
- Train staff on the behavior framework
- Provide access to resources such as the MTSS behavior website, MST think sheet, and brag board

Strategy's Expected Result/Impact: Students will demonstrate increased understanding and consistent application of campuswide Safe, Respectful, Responsible behavior expectations across learning environments and common areas. Staff will use common language, explicitly teach and reinforce behavior expectations, and respond to student behavior with greater consistency. Effective Tier I implementation will result in a reduction in office discipline referrals and repeated behavior incidents, increased instructional time, improved student sense of belonging and safety, and improved student and staff climate survey results.

Staff Responsible for Monitoring: Campus Administration; Instructional Leadership Team; MTSS Behavior Team; Counselors; Classroom Teachers and Staff

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Utilize MTSS Behavior Team to regularly review Tier 2 students and implement research-based Tier 2 interventions aligned to the district Behavior Framework.

Strategy's Expected Result/Impact: Students identified with behavioral needs will receive timely, research-based Tier 2 interventions with documented progress monitoring. Increased effectiveness of interventions will result in improved student behavior, fewer repeat office referrals, and increased time engaged in instruction.

Staff Responsible for Monitoring: Administration; Counselor; MTSS Behavior Team; Classroom Teachers

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Implement a comprehensive refresh of the Code of Civility through consistent visual messaging and campus-wide communication.

Strategy's Expected Result/Impact: Students, staff, and families will demonstrate increased understanding of expectations for respectful and civil interactions. Consistent campus-wide messaging will strengthen school culture, reduce behavioral incidents, and improve student and staff climate survey results.

Staff Responsible for Monitoring: Administration; Counselor; ILT; All Staff

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 4 High Priority HB3 Goal

Implement Multi-Tiered Systems of Support to identify and support academic needs of students.

Evaluation Data Source: Branching Minds intervention data; MAP; mCLASS; CLI; CIA; STAAR; classroom assessments; progress-monitoring data; student intervention plans

Strategy 1

Implement improved tiered systems of support for students identified at-risk (economically disadvantaged, failed STAAR, McKinney Vento, emerging bilingual, special education).

Strategy's Expected Result/Impact: Students identified as at-risk will receive timely, targeted academic interventions matched to identified needs. Progress-monitoring data will demonstrate increased student growth, reduction of learning gaps, and increased performance on district and state assessments.

Staff Responsible for Monitoring: Administration; ILT; Classroom Teachers; Interventionists/Support Staff; MTSS Team

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Identify students in need of accelerated learning and intensive intervention, utilize High Quality Instructional Materials as determined by the district, and monitor progress in Branching Minds.

Strategy's Expected Result/Impact: Students requiring accelerated learning or intensive intervention will have documented support plans using HQIM and evidence-based interventions. Regular progress monitoring in Branching Minds will result in timely instructional adjustments and increased student growth in reading and mathematics.

Staff Responsible for Monitoring: Administration; ILT; Classroom Teachers; Interventionists; MTSS Team

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Identify and progress monitor students in need of support using defined parameters for attendance, behavior, reading and math intensive courses, and course failures using Branching Minds.

Strategy's Expected Result/Impact: Campus teams will consistently identify and monitor students needing additional support in attendance, behavior, reading, and mathematics. Data will be used during MTSS meetings to evaluate intervention effectiveness, adjust supports, and increase successful student outcomes.

Staff Responsible for Monitoring: Administration; ILT; MTSS Team; Classroom Teachers; Counselor

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Address Title I 10 Components based on needs assessment
Utilize Title I funds and campus resources to provide supplemental instructional staff, targeted intervention, professional learning, family engagement, STEM programming, instructional materials, and other supports identified through the Comprehensive Needs Assessment to improve outcomes for economically disadvantaged and at-risk students.

Strategy's Expected Result/Impact: Title I resources will directly address needs identified through the CNA, increase access to rigorous academic and STEM learning experiences, provide targeted intervention and family support, and contribute to increased student achievement and growth across student groups.

Staff Responsible for Monitoring: Principal; Administration; ILT; Title I Staff; SBDM Committee

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 5

Strengthen the Comprehensive School Counseling Program, Trauma Informed Care, and Character Education programming to support the North Star Goal.

Evaluation Data Source: Counseling program data; student participation data; discipline/referral data; climate survey data; counselor lesson documentation

Strategy 1

Ensure campus counselors implement direct student services as mandated by Texas Education Code.

Strategy's Expected Result/Impact: Students will have consistent access to developmentally appropriate counseling services addressing academic, social-emotional, college/career, and personal development needs, resulting in increased student connectedness, wellness, and readiness to learn.

Staff Responsible for Monitoring: Counselor; Administration

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Implement Project Wisdom (character education programming) through Social Studies and required observance.

Strategy's Expected Result/Impact: Students will demonstrate increased understanding and application of positive character traits, responsible decision-making, empathy, and respectful behavior, contributing to a positive and inclusive campus culture.

Staff Responsible for Monitoring: Counselor; Classroom Teachers; Administration

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

Deliver Safer Minds, Safer Schools training to all campus staff in order to support comprehensive student wellness.

Strategy's Expected Result/Impact: 100% of campus staff will receive required training and demonstrate increased awareness of student wellness, mental-health warning signs, and appropriate response/referral procedures, strengthening the campus system for early identification and student support.

Staff Responsible for Monitoring: Administration; Counselor; All Staff

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Performance Objective 6

Ensure student health and wellness so students are equipped to meet their North Star Goal.

Evaluation Data Source: Health/wellness lesson completion; Too Good for Drugs/Catch My Breath implementation data; safety drill documentation; threat-assessment team training/documentation; discipline and student wellness data

Strategy 1

Implement the evidence-based Too Good for Drugs curriculum to equip 4th and 5th graders with essential goal-setting, decision-making, and peer refusal skills.

Strategy's Expected Result/Impact: Fourth- and fifth-grade students will increase knowledge and skills related to goal setting, decision-making, healthy choices, and peer refusal strategies.

Staff Responsible for Monitoring: Counselor; Classroom Teachers; Administration

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Implement evidence-based prevention lessons from Catch My Breath and the Stanford REACH Lab in grades 6th-8th

Strategy's Expected Result/Impact: Sixth-grade students will increase their understanding of the health risks associated with vaping and tobacco use and demonstrate stronger prevention and refusal skills.

Staff Responsible for Monitoring: Counselor; Sixth-Grade Teachers; Administration

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

Campus Emergency Response Team (ERT) will conduct a round table drill in the fall and an all-campus AED drill in February to coincide with heart month.

Strategy's Expected Result/Impact: Campus Emergency Response Team members and staff will demonstrate preparedness to respond quickly and appropriately to a cardiac emergency.

Staff Responsible for Monitoring: Campus Nurse; Administration; Emergency Response Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Strategy 4

Form a Campus Threat Assessment Team and complete training as specified in Texas Education Code 37.115.

Strategy's Expected Result/Impact: The campus will maintain a trained threat assessment team capable of identifying, assessing, and responding to potential threats using established procedures, resulting in proactive intervention and a safer learning environment.

Staff Responsible for Monitoring: Administration; Counselor; Campus Threat Assessment Team; School Security Officer

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 5

Implement Sandy Hook Promise's Suicide prevention curriculum for grades 6 through 12 to help students recognize warning signs and understand how to get help for themselves or a friend.

Strategy's Expected Result/Impact: Students will increase their ability to recognize warning signs in themselves and others, identify trusted adults and appropriate resources for support, and understand how to seek help for themselves or a peer. Implementation will strengthen student connectedness, help-seeking behaviors, and the campus's proactive approach to student safety and wellness.

Staff Responsible for Monitoring: Counselor; Campus Administration; 6th Grade Teachers; Campus Threat Assessment Team

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 6

Improve student transitions between home campus and Discipline Alternative Education Placement (DAEP) by identifying a transition case manager who will provide targeted wraparound services to students identified at-risk for recidivism.

Strategy's Expected Result/Impact: Students returning from DAEP will experience a coordinated and supportive transition back to the home campus through individualized wraparound services. Students identified as at risk for recidivism will receive targeted academic, behavioral, social-emotional, and attendance supports designed to increase successful reintegration, improve student engagement and behavior, and reduce repeat disciplinary placements.

Staff Responsible for Monitoring: Campus Administration; Counselor; DAEP Transition Case Manager; MTSS Team

ESF Levers: Lever 3: Integrated Student Support Systems

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Goal 2

RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

Performance Objective 1 High Priority

Provide aligned professional learning opportunities to support teachers' action steps, driving progress toward their growth goals and district priorities.

Evaluation Data Source: T-TESS goals/action steps; professional learning records; walkthrough and learning-walk data; coaching-cycle documentation; teacher feedback; student-growth data

Strategy 1

Campus leaders will provide ongoing job-embedded professional learning aligned to district priorities and use teacher feedback, coaching cycles, and learning walks to monitor implementation and evaluate the impact on instructional practices and student growth.

Strategy's Expected Result/Impact: Teachers will demonstrate increased implementation of district instructional priorities and evidence-based instructional practices as a result of targeted, job-embedded professional learning, coaching, and feedback. Learning walks and coaching cycles will show measurable growth in instructional practice, increased consistency in implementation of the Learner Growth Experience, and improved student engagement and achievement.

Staff Responsible for Monitoring: Campus Administration; Instructional Leadership Team; Campus Instructional Specialists/Coaches

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Utilize campus wide professional development days to support and train teachers on the Learner Growth Experience.

Strategy's Expected Result/Impact: Teachers will increase their understanding and consistent implementation of the Learner Growth Experience, resulting in intentional lesson design, increased student engagement, greater student ownership of learning, and improved instructional practices aligned to district priorities. Evidence of implementation will be observed through lesson planning, PLCs, learning walks, and classroom walkthroughs.

Staff Responsible for Monitoring: Campus Administration; Instructional Leadership Team; Campus Instructional Specialists/Coaches

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 **High Priority**

Decrease staff turnover rates and retain high-performing educators.

Evaluation Data Source: Employee retention/turnover data; climate survey data; stay interviews; exit surveys; staff feedback data; new-hire/retention data

Strategy 1

Conduct campus-level exit surveys and stay interviews to address site-specific turnover, using staff feedback to refine our school culture, daily workload, and instructional support.

Strategy's Expected Result/Impact: Campus leaders will identify trends and site-specific factors that impact staff satisfaction and retention. Feedback from exit surveys and stay interviews will be used to make responsive adjustments to school culture, workload, communication, and instructional support, resulting in increased staff engagement, improved climate survey results, and decreased staff turnover.

Staff Responsible for Monitoring: Campus Administration; Instructional Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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Strategy 2

Address low-scoring areas in climate survey by creating a campus team to develop an action plan to improve scores on survey and boost teacher retention.

Strategy's Expected Result/Impact: Staff feedback and climate survey data will be used to identify areas of need and develop targeted action steps to improve campus culture and working conditions. Implementation and progress will be monitored throughout the year, resulting in improved climate survey results, increased staff engagement and sense of belonging, and increased teacher retention.

Staff Responsible for Monitoring: Campus Administration; Instructional Leadership Team; Campus Climate/Culture Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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Strategy 3

Create enticing programming and unique learning experiences that draw in all stakeholders.

- Maintain Apple Distinguished School
- Restructuring of STEM program

Strategy's Expected Result/Impact: Increase teacher retention
Positive Climate Survey Results

Staff Responsible for Monitoring: Administration
District Staff Members

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Strategy 4

Develop and implement a system for regular celebrations of campus staff for efforts and achievements

Strategy's Expected Result/Impact: Increase in campus culture, climate, and morale

Staff Responsible for Monitoring: Admin
ILT
Funshine

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 5

Advertise the uniqueness of our magnet school in regards to our technology, STEM programs, and diverse population.

Strategy's Expected Result/Impact: Attract high quality staff members that are eager to work with our MST families
Increase the percentage of diverse new hires

Staff Responsible for Monitoring: Administration

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Strategy 6

Develop a family atmosphere through relationship and team building.
-Mentor/Mentee Program
-House System
-Funshine Committee
-Equity/Diversity Team

Strategy's Expected Result/Impact: Monthly team building activities
Retain staff members

Staff Responsible for Monitoring: Classroom Teachers
ILT
Administration

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Performance Objective 3 High Priority

Develop and implement a performance management system on campus.

Evaluation Data Source: T-TESS observations; walkthrough data; coaching/feedback documentation; staff professional goals; MOY/EOY conferences; student outcome data

Strategy 1

Implement a continuous performance coaching cycle that includes regular observations, timely feedback, goal setting, and individualized support to strengthen employee effectiveness and improve student outcomes.

Strategy's Expected Result/Impact: Employees will receive consistent, actionable feedback and individualized support aligned to professional growth goals and campus/district priorities. Ongoing coaching cycles will strengthen instructional practices, increase employee effectiveness, promote continuous professional growth, and result in improved student engagement and academic outcomes.

Staff Responsible for Monitoring: Campus Administration; Instructional Leadership Team; Campus Instructional Specialists/Coaches

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Goal 3

We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 1 High Priority HB3 Goal

Ensure high quality Tier 1 instruction in early childhood classrooms.

Evaluation Data Source: CLI Engage BOY/MOY/EOY data; mCLASS data; classroom walkthroughs; lesson plans; small-group documentation; HQIM implementation evidence; early literacy/numeracy assessments

Strategy 1

Implement consistent, high-quality teacher-led small-group instruction in Pre-K classrooms.

Strategy's Expected Result/Impact: Pre-K students will receive targeted, differentiated instruction based on individual learning needs and assessment data. Consistent teacher-led small-group instruction will strengthen early literacy and numeracy skills, increase student engagement, and result in measurable growth on CLI Engage from beginning-of-year to end-of-year assessments.

Staff Responsible for Monitoring: Pre-K Classroom Teachers; Campus Administration; Instructional Leadership Team; Early Learning/Instructional Support Staff

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Campus will provide Pre-K teachers with targeted feedback, coaching, and instructional support to strengthen Tier 1 instruction and deliver data-driven lessons, resulting in a 4% annual increase in end-of-year CLI Engage letter recognition and numeracy scores.

Strategy's Expected Result/Impact: Pre-K teachers will strengthen Tier 1 instructional practices through targeted coaching, feedback, data analysis, and instructional support. Teachers will use CLI Engage and classroom data to plan responsive, differentiated instruction, resulting in increased student mastery of foundational literacy and numeracy skills and a 4% annual increase in end-of-year CLI Engage letter recognition and numeracy scores.

Staff Responsible for Monitoring: Campus Administration; Pre-K Classroom Teachers; Instructional Leadership Team; Early Learning/Instructional Support Staff

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Ensure daily high-quality phonics instruction is occurring in all early childhood (PK-2nd) classrooms using HQIM.

Strategy's Expected Result/Impact: Students in PK-2 will receive consistent, explicit, systematic phonics instruction using HMH and Frog Tree. Increased fidelity of phonics instruction will strengthen foundational literacy skills, including phonological awareness, decoding, word recognition, and reading fluency, resulting in increased student growth and achievement as measured by district early literacy assessments.

Staff Responsible for Monitoring: PK-2 Classroom Teachers; Campus Administration; Instructional Leadership Team; Reading/Language Arts Instructional Support Staff

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Ensure all students develop a conceptual understanding of place value and develop automaticity of number identification, addition and subtraction.

Strategy's Expected Result/Impact: Students will develop strong foundational numeracy skills through explicit, conceptual, and developmentally appropriate mathematics instruction. Students will demonstrate increased understanding of number relationships and place value and increased automaticity with number identification, addition, and subtraction. Student progress will be demonstrated through classroom assessments, district assessments, CLI Engage, MAP, and other applicable mathematics progress-monitoring measures.

Staff Responsible for Monitoring: Classroom Teachers; Campus Administration; Instructional Leadership Team; Campus Math Specialist/Instructional Support Staff

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 **High Priority** **HB3 Goal**

Ensure programming and systems of support to ensure students served through special education, multilingual and gifted and talented services meet or exceed identified student outcome targets.

Evaluation Data Source: TELPAS; Summit K12; SPED Data Dashboard; IEP goal progress; MAP; mCLASS; CIA; STAAR; GT/RAP student-growth data; walkthroughs

Strategy 1

Implement ESL content-based model in K-6 grades. Utilize Linguistic Acquisition Teachers to support ELlevation strategies and ensure all ESL and content teachers progress, monitor and adjust to meet needs of students (and actively utilize intervention resources to address student needs)

Strategy's Expected Result/Impact: Emergent bilingual students will receive consistent, linguistically responsive Tier 1 instruction and targeted interventions based on individual language proficiency and academic data. Teachers will utilize ELlevation strategies and progress-monitoring data to adjust instruction, resulting in increased English language acquisition, improved academic performance, and increased student growth on TELPAS, MAP, mCLASS, CIA, STAAR, and other applicable measures.

Staff Responsible for Monitoring: Campus Administration; Linguistic Acquisition Teacher; Classroom Teachers; Instructional Leadership Team

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Campus administrators will monitor special education teachers' consistent use of the Data Dashboard to document lesson planning, service logs, and student progress. Data will be

reviewed quarterly to identify needs and inform targeted instructional support, training, and coaching.

Strategy's Expected Result/Impact: Special education teachers will consistently document lesson planning, service delivery, and student progress using the Data Dashboard. Quarterly data reviews will allow campus leaders and special education staff to identify trends, address gaps in implementation, and provide targeted coaching and instructional support. This will increase fidelity of IEP implementation, strengthen progress monitoring, and improve academic outcomes for students receiving special education services.

Staff Responsible for Monitoring: Campus Administration; Special Education Teachers; Special Education Support Staff; Instructional Leadership Team

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Ensure differentiated strategies and curricula are used to meet the needs of gifted and talented students.

Strategy's Expected Result/Impact: Gifted and talented students will consistently engage in differentiated learning experiences that provide appropriate depth, complexity, rigor, acceleration, and opportunities for creativity and problem solving. Classroom walkthroughs, lesson plans, student work, assessment data, and student portfolios will demonstrate increased opportunities for advanced learning and appropriate levels of challenge for identified gifted and talented students.

Staff Responsible for Monitoring: Campus Administration; Classroom Teachers; RAP Teachers; Advanced Learning Staff; Instructional Leadership Team

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Campus administrators, special education staff, and classroom teachers will routinely analyze student performance and progress-monitoring data for students receiving special education services and implement targeted instructional supports to address identified SPED accountability targets. PLCs, data meetings, and coaching cycles will be used to monitor progress and adjust

instruction and interventions based on student need.

Strategy's Expected Result/Impact: Students receiving special education services will demonstrate increased academic growth and achievement through consistent implementation of accommodations, specially designed instruction, progress monitoring, and targeted intervention. Regular review of disaggregated data will identify achievement gaps and allow staff to make timely instructional adjustments, resulting in improved performance on campus, district, and state assessments and progress toward identified SPED accountability targets.

Staff Responsible for Monitoring: Campus Administration; Special Education Teachers; General Education Teachers; Special Education Support Staff; Instructional Leadership Team

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3 High Priority HB3 Goal

Continue to refine and enhance Tier 1 instruction in support of the learning framework and the RISD Instructional Priorities.

Evaluation Data Source: STAAR; MAP; CIA; mCLASS; classroom assessments; proficiency scales; DDI/PLC documentation; walkthrough/LIFT data; HQIM implementation evidence

Strategy 1

Address and increase STAAR performance for students in 3rd-grade Reading and Math through intentional Tier 1 instruction, targeted intervention, progress monitoring, and data-driven instructional adjustments aligned to identified student needs and Board of Trustees goals.

2026-27 Reading Goal: 80% of students at Meets or above

2026-27 Math Goal: 75% of students at Meets or above

Third-grade teachers, campus administrators, and instructional support staff will routinely analyze MAP, CIA, STAAR, classroom assessment, and progress-monitoring data during PLCs and DDI meetings. Teachers will identify priority standards and individual student needs, implement targeted small-group instruction and intervention, utilize proficiency scales to monitor progress toward mastery, and adjust Tier 1 instruction based on student performance.

Strategy's Expected Result/Impact: Third-grade students will demonstrate measurable growth in Reading and Math, with an increased percentage of students achieving Approaches, Meets, and Masters Grade Level on STAAR. Regular data analysis, targeted instruction, and progress monitoring will reduce achievement gaps and increase the percentage of students meeting campus and district growth and achievement targets.

Staff Responsible for Monitoring:

Campus Administration; 3rd-Grade Teachers; Math Specialist; RLA/Instructional Support Staff; Instructional Leadership Team

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Implement High-Quality Instructional Materials (HQIM) in K-5 and Grades 6-Algebra I mathematics, supported by continuous, differentiated training for all campus staff aligned to the Learner Framework.

MST teachers will consistently utilize district curriculum during planning and instruction. Weekly PLCs will support lesson internalization, standards alignment, identification of success criteria, appropriate use of proficiency scales, anticipation of misconceptions, and planning for differentiation. Campus administrators and instructional support staff will monitor implementation through PLC participation, learning walks, classroom walkthroughs, coaching, and student work.

Strategy's Expected Result/Impact: Consistent implementation of mathematics curriculum will increase alignment between standards, instruction, and assessment across grade levels. Teachers will demonstrate increased content knowledge and instructional effectiveness, while students will experience rigorous, coherent mathematics instruction that develops conceptual understanding, procedural fluency, problem solving, and mathematical reasoning, resulting in increased student growth and achievement.

Staff Responsible for Monitoring: Campus Administration; Classroom Math Teachers; Math Specialist; Instructional Leadership Team

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Strengthen and monitor weekly PLCs and lesson internalization to ensure teachers deeply plan, unpack standards, and align High Quality Instructional Materials (HQIM) prior to instruction using

district protocols and resources.

Grade-level teams will participate in weekly PLCs focused on standards alignment, lesson internalization, HQIM, proficiency scales, assessment data, anticipated student misconceptions, PBLs, and instructional response. Campus administrators and instructional specialists will participate in and monitor PLCs to provide feedback, coaching, resources, and follow-up support.

Strategy's Expected Result/Impact: Teachers will demonstrate increased consistency and intentionality in lesson planning and delivery through deeper understanding of standards, HQIM, success criteria, and anticipated student responses. Stronger lesson internalization will result in increased instructional rigor, improved differentiation, more responsive teaching, and increased student mastery of grade-level standards.

Staff Responsible for Monitoring: Campus Administration; Classroom Teachers; Instructional Leadership Team; Math Specialist; STEM Specialists; Instructional Support Staff

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Implement with fidelity the Data Driven Instruction (DDI) protocol and weekly data meetings, specifically as it relates to priority areas: 3rd grade Math and Reading.

Strategy's Expected Result/Impact: Teachers and campus leaders will consistently analyze student performance data to identify trends, misconceptions, priority standards, and individual student needs. DDI meetings will result in specific instructional action plans, targeted reteach and intervention, and timely progress monitoring. Students will demonstrate increased mastery of priority standards, accelerated academic growth, and improved performance on MAP, CIA, classroom assessments, and STAAR.

Staff Responsible for Monitoring: Campus Administration; Classroom Teachers; Instructional Leadership Team; Math Specialist; Instructional Support Staff

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 5

Participate in the LIFT grant program to provide targeted leadership coaching and training for principals, building their capacity to meet specific campus needs.

Strategy's Expected Result/Impact: Campus leadership will increase capacity to identify instructional priorities, provide actionable teacher feedback, monitor implementation of high-quality Tier 1 instruction, and lead effective PLC and data cycles. Leadership coaching, campus learning walks, and targeted professional learning will result in stronger instructional leadership practices, increased teacher effectiveness, and improved student outcomes.

Staff Responsible for Monitoring: Principal; Campus Administration; District LIFT Leadership/Coaching Team; Instructional Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 6

Participate in the Accountability Data Leadership Series to deepen capacity for tracking student growth and addressing state accountability standards.

Strategy's Expected Result/Impact: Campus leaders will increase their understanding of state accountability measures and strengthen systems for monitoring student achievement, growth, and performance across student groups. Increased leadership capacity will result in more intentional data analysis, earlier identification of areas requiring intervention, informed instructional decision-making, and continued progress toward campus, district, and state accountability goals.

Staff Responsible for Monitoring: Principal; Campus Administration; Instructional Leadership Team

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 4

Implement aligned Pre-K 12 student learning experiences to support RISD being "The One".

Evaluation Data Source: Learning Framework walkthrough data; student portfolios/artifacts; Graduate Profile evidence; PBL completion; technology integration data; specialized-program participation; family/community engagement data

Strategy 1

Monitor and support the implementation of I-Team professional learning to ensure technology is purposefully integrated into instruction, with a focus on productive screen time and student learning.

Strategy's Expected Result/Impact: Teachers will purposefully integrate technology as a tool to enhance, rather than replace, high-quality instruction. Evidence from classroom walkthroughs, lesson plans, student products, and portfolios will demonstrate increased use of technology for creation, collaboration, critical thinking, communication, and authentic problem solving. Students will experience an appropriate balance of digital and non-digital learning experiences, resulting in productive screen time, increased engagement, and meaningful demonstration of learning.

Staff Responsible for Monitoring: Campus Administration; I-Team Members; Instructional Leadership Team; LITE; Classroom Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Implement, enhance, and expand the RISD Learning Framework by designing meaningful learning experiences that provide all students opportunities to develop and demonstrate competencies aligned with the RISD Graduate Profile.

MST teachers will intentionally embed the RISD Learning Framework and Graduate Profile competencies into daily instruction, STEM Engineering experiences, PBLs, and other authentic learning opportunities. Students will engage in experiences that promote critical thinking, creativity, collaboration, communication, problem solving, and student agency. Teachers will utilize the Engineering Design Process, AVID/WICOR strategies, proficiency scales, technology, coding, robotics, and hands-on learning to create opportunities for students to apply their learning to authentic problems. Students will collect artifacts and reflect on their growth through student portfolios.

Strategy's Expected Result/Impact: Students will increasingly demonstrate ownership of their learning and the competencies identified in the RISD Graduate Profile through authentic, rigorous learning experiences. Classroom walkthroughs, student work, PBL products, and student portfolios will demonstrate increased opportunities for students to collaborate, create, communicate, think critically, solve problems, reflect, and apply learning in meaningful contexts. Implementation will strengthen student agency, engagement, and readiness for future learning.

Staff Responsible for Monitoring: Campus Administration; Classroom Teachers; Instructional Leadership Team; STEM Specialists; Math Specialist; LITE; I-Team Members

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Maintain a visible showcase of specialized academic programming during campus events, parent nights, and neighborhood tours to spotlight student outcome artifacts and support the district's "The ONE" initiative.

Strategy's Expected Result/Impact: Families, community members, prospective families, and district stakeholders will have increased awareness and understanding of MST's specialized academic programming and the impact of these programs on student learning. Student artifacts and demonstrations will provide visible evidence of rigorous, innovative learning experiences and Graduate Profile competencies. Increased visibility will strengthen family and community engagement, promote MST's magnet identity, and support the district's "The ONE" initiative.

Staff Responsible for Monitoring: Campus Administration; Magnet/STEM Specialists; Classroom Teachers; Instructional Leadership Team; LITE

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 5 HB3 Goal

Ensure all students graduate College and Career Ready as measured by CCMR indicators including attendance, graduation rate and advanced academic measures.

Strategy 1

Strengthen implementation of the AVID Elementary program across MST by consistently embedding WICOR strategies, organizational systems, student goal setting, and college and career awareness into daily instruction to develop the academic habits, student agency, and Graduate Profile competencies necessary for future college and career readiness.

Strategy's Expected Result/Impact: Students will demonstrate increased academic ownership, organization, collaboration, inquiry, communication, and self-advocacy as a result of consistent implementation of AVID Elementary practices. Walkthroughs and student artifacts will demonstrate increased use of WICOR strategies across content areas, while student portfolios and goal-setting practices will provide evidence of increased student agency and reflection. Campuswide AVID implementation will strengthen college and career awareness and prepare students with the academic behaviors and skills necessary for success in advanced coursework and future college and career pathways.

Staff Responsible for Monitoring: Campus Administration; AVID Coordinator; AVID Site Team; Instructional Leadership Team; Classroom Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Expand student access to career inspiration, exploration, and discovery through meaningful real-world learning experiences and exposure to a variety of career pathways.

MST will provide students with developmentally appropriate opportunities to explore a variety of careers through STEM Engineering experiences, PBL, guest speakers, community and industry partnerships, Career Day, college and career awareness activities, and authentic real-world learning experiences. 100% of 5th-grade students will participate in BizTown, providing an immersive opportunity to apply academic, financial literacy, collaboration, communication, and career-readiness skills in a real-world setting.

Students will also make connections between MST's specialized programming--including engineering, robotics, coding, technology, science, and problem-based learning--and future college and career pathways.

Strategy's Expected Result/Impact: Students will increase their awareness of career pathways and understand connections between academic learning, personal interests, Graduate Profile competencies, and future opportunities. Through authentic career exploration and real-world learning experiences, students will strengthen communication, collaboration, critical thinking, problem-solving, financial literacy, and decision-making skills. 100% of MST 5th-grade students will participate in BizTown, and students across grade levels will have increased opportunities to connect classroom learning to future college and career pathways.

Staff Responsible for Monitoring: Campus Administration; 5th-Grade Teachers; Counselor; STEM Specialists; Classroom Teachers; Instructional Leadership Team

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Implement a campuswide attendance recognition and communication system to increase MST's average daily attendance rate from 97.07% to 97.57%. Monitor attendance weekly by grade level and House, share grade-level attendance rates in the weekly family newsletter and on campus social media, celebrate the grade level with the highest attendance each month, and track and recognize the House demonstrating the strongest attendance to build collective ownership and positive competition around daily attendance.

Strategy's Expected Result/Impact: Students, staff, and families will have increased awareness of the importance of consistent attendance and its connection to academic success. Weekly communication and positive recognition will build shared ownership of attendance, strengthen student engagement, and reinforce a culture in which being present and ready to learn is valued and celebrated. MST will increase its average daily attendance rate from 97.07% to at least 97.57%, increase instructional time for students, and reduce avoidable absences.

Staff Responsible for Monitoring: Campus Administration; Executive Assistant/Attendance Staff; Classroom Teachers; Instructional Leadership Team

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Performance Objective 6 **High Priority**

Prioritize support and resources for TEA identified "school improvement" campuses.

Strategy 1

School Improvement and Title I campuses will engage in targeted instructional and student culture coaching, using feedback and campus data to implement and monitor action steps aligned to District Instructional Priorities.

MST administrators and instructional leaders will use classroom walkthrough data, student achievement data, climate/culture data, PLC observations, and coaching feedback to identify targeted instructional and student-culture needs. Campus leaders will develop, implement, and monitor specific action steps aligned to District Instructional Priorities and the MST Model of Instruction. Coaching and feedback will focus on strengthening Tier 1 instruction, student engagement, classroom culture, academic rigor, differentiation, and consistent implementation of campuswide expectations. Progress toward action steps will be reviewed during leadership meetings, PLCs, learning walks, and coaching cycles.

Strategy's Expected Result/Impact: Targeted coaching and regular monitoring of campus data will result in increased consistency and effectiveness of Tier 1 instruction and student-culture practices across classrooms. Teachers will demonstrate measurable growth in identified instructional action steps, students will experience increased engagement and rigorous learning opportunities, and campus leaders will make timely adjustments to support implementation. These improvements will contribute to increased student growth and achievement and a positive, consistent learning environment.

Staff Responsible for Monitoring: Campus Administration; Instructional Leadership Team; Campus Instructional Specialists/Coaches; District Instructional/School Improvement Support Staff

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Campus administrators and instructional teams will leverage LIFT Grant and Region 10 coaching support to implement, monitor, and strengthen District Instructional Priorities based on campus and student needs.

MST administrators and instructional leaders will participate in LIFT and Region 10 coaching, professional learning, campus learning walks, and feedback cycles focused on identified campus instructional priorities. Learning from coaching sessions will be translated into actionable campus leadership moves, teacher coaching, PLC support, and professional learning. Campus leaders will use walkthrough, assessment, PLC, and student performance data to monitor implementation and determine next steps, with particular attention to Tier 1 instruction, the Learner Framework, lesson internalization, DDI, student engagement, and identified priority areas in 3rd-grade

Reading and Math.

Strategy's Expected Result/Impact: Campus administrators and instructional leaders will increase their capacity to lead, monitor, and support high-quality instruction through targeted LIFT and Region 10 coaching. Leadership practices will become increasingly data-driven and focused on actionable feedback, resulting in stronger PLCs, increased consistency in implementation of District Instructional Priorities, improved teacher effectiveness, and increased student engagement, growth, and achievement.

Staff Responsible for Monitoring: Principal; Campus Administration; Instructional Leadership Team; LIFT Coaches; Region 10 Coaches; District Instructional Support Staff

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Goal 4

We will create opportunities to ensure engagement with community members in RISD.

Performance Objective 1

Increase business and industry partnerships by 25% to support the district's North Star Goal and provide additional opportunities and experiences for students and staff.

Evaluation Data Source: Business and community partnership records; number of active campus partners; volunteer participation data; Principal for a Day participation; partnership-supported student and staff experiences; campus event participation; documentation of partner contributions and collaborative activities

Strategy 1

Participate in "Principal for a Day" to increase business and community partners and build meaningful connections that support the North Star Goal.

Strategy's Expected Result/Impact: MST will establish and strengthen relationships with business and community leaders through Principal for a Day, resulting in increased awareness of campus programming, student and staff needs, and opportunities for collaboration. Relationships developed through the experience will contribute to the campus goal of increasing business and industry partnerships by 25% and provide additional mentorship, career exploration, resources, expertise, and authentic learning opportunities for students and staff.

Staff Responsible for Monitoring: Principal; Campus Administration; Instructional Leadership Team

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Develop and sustain strategic partnerships with business, industry, higher education, and community organizations that enhance MST's STEM Engineering magnet programming through student learning experiences, mentorship, professional expertise, resources, service projects, and authentic applications of classroom learning.

Strategy's Expected Result/Impact: MST will increase the number and depth of active business, industry, higher education, and community partnerships that directly support student learning and specialized magnet programming. Students will have increased access to authentic STEM experiences that connect classroom learning to real-world problems, careers, and applications while strengthening collaboration, communication, critical thinking, creativity, problem solving, and student agency. Partnerships will also expand access to professional expertise, mentorship, resources, service-learning opportunities, and innovative learning experiences that strengthen MST's STEM Engineering magnet model and contribute to the campus goal of increasing business and industry partnerships by 25%.

Staff Responsible for Monitoring: Principal; Campus Administration; STEM Specialists; Instructional Leadership Team; Classroom Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2

Implement ParentSquare as district's new mass communications tool and increase contactability from 96% to 100%

Evaluation Data Source: ParentSquare contactability data; ParentSquare delivery reports and analytics; weekly newsletter distribution records; family engagement data; campus communication records; parent feedback

Strategy 1

Utilize ParentSquare to publish and distribute a campus newsletter to all families every week throughout the school year, ensuring consistent and timely communication through a district-approved channel, with the principal or designee monitoring ParentSquare delivery reports weekly to confirm all families are receiving the newsletter.

Strategy's Expected Result/Impact: Families will receive consistent, timely, and accessible information regarding campus events, instructional priorities, student opportunities, resources, and celebrations. Weekly monitoring of delivery reports will allow campus staff to identify and address communication gaps, contributing to an increase in family contactability from 96% to 100% and strengthening family engagement and connection to MST.

Staff Responsible for Monitoring: Principal; Campus Administration; Executive Assistant/Office Staff

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Telling your campus story: Increase engagement with parents and the community through the use of available district tools -- ParentSquare, Campus Website, Campus Newsletter, Campus Social Media, School Marquees -- and leverage relationships with neighborhood homeowner associations, volunteers, and business partners.

MST will maintain consistent, positive, and engaging communication across ParentSquare, the campus website, weekly newsletters, social media, and other district-approved communication channels. Communication will intentionally highlight student learning, STEM Engineering, PBL, AVID, student accomplishments, campus events, specialized magnet programming, community partnerships, and opportunities for family involvement. MST will also leverage relationships with PTA, volunteers, neighborhood organizations, community partners, and business/industry partners to expand the reach of the campus story and strengthen community engagement.

Strategy's Expected Result/Impact: Families and community stakeholders will have increased awareness of MST's academic programming, student accomplishments, events, resources, and opportunities for involvement. Consistent storytelling across multiple communication platforms will increase family and community engagement, strengthen the MST brand and magnet identity, celebrate student and staff success, and develop stronger relationships with current and prospective families and community partners.

Staff Responsible for Monitoring: Principal; Campus Administration; LITE; Campus Communication/Social Media Designees; Instructional Leadership Team

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 3 High Priority HB3 Goal

Ensure 100% of parents know their students' individual growth goal and are equipped to support growth at home.

Evaluation Data Source: Student individual growth goals; student portfolios; parent-teacher conference documentation; ParentSquare communication and delivery data; family acknowledgments/feedback; MAP, mCLASS, CLI Engage, CIA, STAAR, and other applicable student progress-monitoring data; home-support resources distributed to families

Strategy 1

Share student individual growth targets and progress updates during fall parent-teacher conferences and distribute home-support strategy guides through weekly ParentSquare newsletters.

Teachers will share each student's individual academic growth goal with families during fall parent-teacher conferences and communicate progress toward the goal throughout the school year. Student portfolios, assessment data, and goal-setting tools will be used to help families understand current performance, expected growth, and next steps.

Strategy's Expected Result/Impact: 100% of families will be provided information regarding their student's individual growth goal and resources to support progress at home. Increased family understanding of student goals and progress will strengthen the home-school partnership, promote shared responsibility for student learning, and provide families with actionable strategies to support academic growth. Students will demonstrate increased ownership of their goals and measurable progress toward individual growth targets.

Staff Responsible for Monitoring: Campus Administration; Classroom Teachers; Instructional Leadership Team; Campus Instructional Specialists/Coaches

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Goal 5

We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.

Performance Objective 1

Ensure operations are conducted in a financially efficient and effective manner.

Evaluation Data Source: Campus budget reports; purchasing and receiving records; money collection documentation; internal audit/compliance records; staff training documentation; energy consumption/utilization data; district facilities and energy reports

Strategy 1

Provide training and resources to staff in August and January on proper money collecting/handling procedures and ordering/receiving goods procedures.

Strategy's Expected Result/Impact: Staff will demonstrate increased understanding of district financial procedures and consistently follow established protocols for collecting and handling money and ordering and receiving goods. Increased compliance will reduce financial errors, strengthen internal controls, ensure accurate documentation, and promote responsible stewardship of campus funds and resources.

Staff Responsible for Monitoring: Principal; Executive Assistant; Campus Administration

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Strategy 2

Collaborate with Facility Services and the Energy & Sustainability Department to optimize building energy.

Strategy's Expected Result/Impact: MST will implement district-recommended energy conservation practices and address identified areas of inefficient energy use. Collaboration with Facility Services and the Energy & Sustainability Department will promote responsible use of district resources, reduce unnecessary energy consumption, and maintain a comfortable and effective learning environment for students and staff.

Staff Responsible for Monitoring: Principal; Executive Assistant; Campus Administration; Facility Services; Energy & Sustainability Department

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

November

January

March

June

Performance Objective 2 High Priority

Provide a safe, comfortable, and well-maintained environment at all campuses.

Evaluation Data Source: Campus safety and security records; SRP drill documentation; Safety Week records; "I Know What To Do Day" documentation; safety walkthroughs; district safety audits; work orders and facilities records; staff training records; compliance documentation; campus climate/safety survey data

Strategy 1

Implement procedures to ensure compliance with Texas SB12 - required for parental rights.

Strategy's Expected Result/Impact: Campus procedures and practices will consistently align with district requirements related to Texas SB 12 and parental rights. Staff will understand and follow required protocols, resulting in increased consistency, transparency, documentation, and compliance with district and state expectations.

Staff Responsible for Monitoring: Principal; Campus Administration; Executive Assistant; Counselor, as applicable

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 2

Conduct Safety Week at the beginning of the year to practice SRP - Evacuate, Hold, Lockdown, Shelter, and Secure.

Strategy's Expected Result/Impact: Students and staff will demonstrate understanding of and confidence in executing each Standard Response Protocol action. Practicing all SRP procedures during Safety Week will establish clear safety expectations early in the school year, identify areas requiring additional training or clarification, and increase campus preparedness for emergency situations.

Staff Responsible for Monitoring: Principal; Campus Administration; Campus Security Officer; Campus Safety Team; Classroom Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

Hold "I Know What To Do Days" in October, December, February, and April.

Strategy's Expected Result/Impact: Students and staff will maintain readiness and demonstrate appropriate responses to campus emergency procedures throughout the school year. Quarterly practice and reinforcement will increase familiarity with safety protocols, provide opportunities to address identified gaps, and strengthen the campus culture of safety and preparedness.

Staff Responsible for Monitoring: Principal; Campus Administration; Campus Security Officer; Campus Safety Team; Classroom Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 3

Provide a safe, secure, and reliable technology infrastructure to support teaching, learning, and operations.

Evaluation Data Source: Student device inventory and tracking records; 1:1 device assignment data; digital citizenship lesson completion records; technology ticket data; device loss/damage records; technology support records; campus technology inventory; district technology reports

Strategy 1

Maintain a 1:1 student-to-device tracking log, verify 100% completion of student digital citizenship lessons by the end of the first nine weeks, and streamline campus tech ticket workflows via the campus technology representative.

Strategy's Expected Result/Impact: MST will maintain accurate accountability for student devices, and 100% of students will complete required digital citizenship instruction by the end of the first nine weeks. Consistent device management and streamlined technology support will decrease disruptions caused by unresolved technology issues, promote safe and responsible technology use, and ensure students and staff have reliable access to digital tools that support teaching and learning.

Staff Responsible for Monitoring: Campus Administration; LITE; Campus Technology Representative; Classroom Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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Performance Objective 4

Implement Bond 2025.

Evaluation Data Source: Bond 2025 project timelines; district project updates; campus facilities documentation; technology installation records; project completion reports; facilities walkthroughs; campus/district communication records

Strategy 1

Coordinate alongside district operations and facility management to ensure smooth execution of scheduled campus physical upgrades, technology updates, or resource installations associated with Bond 2025 timelines.

Strategy's Expected Result/Impact: Bond 2025 projects scheduled for MST will be implemented according to established district timelines with minimal disruption to teaching, learning, and daily campus operations. Effective coordination and communication between campus and district teams will ensure staff and families are informed of relevant impacts, campus needs are communicated promptly, and completed upgrades enhance the safety, functionality, technology, and learning environment of the campus.

Staff Responsible for Monitoring: Principal; Campus Administration; Executive Assistant; District Operations; Facility Services; Technology Services, as applicable

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

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