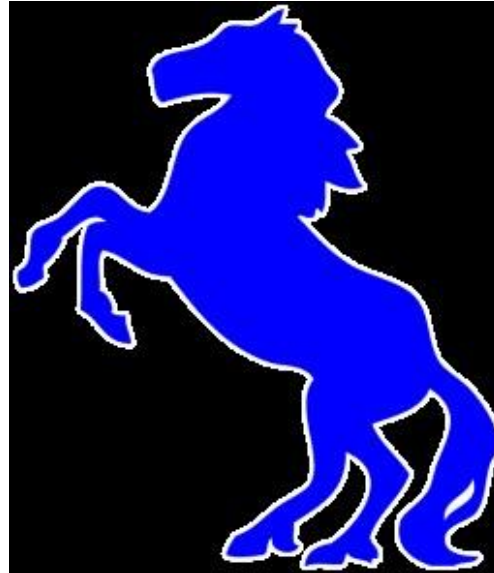


Ector County Independent School District

San Jacinto Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



Mission Statement

The mission of San Jacinto, a family of caring and responsible, highly qualified, interdependent, professional educators, parents, students, and community members, is to be advocates in developing responsible citizens and independent, self-disciplined, lifelong learners by challenging students via dynamic, innovative, and engaging educational opportunities to put forth their best effort in a safe and nurturing environment.

Vision

To inspire a love of learning and a commitment to kindness, creating a nurturing environment where students, families, and staff work together to build a foundation for lifelong learners who contribute meaningfully to their community.

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.





Performance Objective 1: By May 2026, the percentage of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 46% to 55%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: STAAR, Campus Based Assessments, Short Cycle Assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 3-5 instructional staff will sustain the implementation of Lone Star RLA with fidelity exposing all students to rigorous RLA spiral review which includes: reading comprehension practice, short-constructed response practice, and language/grammar and conventions (editing and revising) practice. Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: K-5 instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments). Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May 2026, the percentage of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 41% to 50%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: STAAR, Campus Based Assessments, Short Cycle Assessments.

Strategy 1 Details		Reviews			
Strategy 1: K-5 instructional staff will sustain the implementation of Lone Star Math with fidelity exposing all students to rigorous math spiral review which includes: addition and subtraction, multiplication and division, fractions and fractional representations, place value, data analysis, geometry and measurement, and personal financial literacy through various stimuli and mathematical tools to demonstrate mathematical understanding of the TEKS. Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: K-5 instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments). Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May



No Progress



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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.





Performance Objective 3: By May 2026, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 9% to 20%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: STAAR, Campus Based Assessments, Short Cycle Assessments.

Strategy 1 Details		Reviews			
Strategy 1: 5th grade science teachers and additional instructional staff will sustain the implementation of I-READY lessons and the OVER strategy (including classroom demonstrations, hand on labs, and vocabulary activities) with fidelity exposing all students to rigorous and engaging Tier I instruction through the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments). Weekly hands-on labs and inquiry-based activities and learning will be connected to real-world experiences. Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Science vocabulary instruction will be taught by using word walls, interactive notebooks, and daily review routines. Science academic vocabulary will be reviewed daily to strengthen students' comprehension of scientific texts and assessments. Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Tutoring for fifth grade students will start in the fall semester. Tutoring will focus on science vocabulary, reading comprehension, and fluency. Strategy's Expected Result/Impact: Increased growth and achievement in the areas of reading comprehension and fluency tracked through SCAs, CBA/DBA, and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2 Funding Sources: - Title One School-wide - \$24,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: The fourth grade teachers will move up with their students to fifth grade. Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR Staff Responsible for Monitoring: Campus admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
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Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: Fifth grade science meets percentage decreased 13%, from 23% to 10%. Root Cause: More emphasis needed to be placed on vocabulary, reading comprehension, and fluency.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: The percentage of 3rd grade students performing at the MEETS level on The Reading STAAR assessment will increase from 48% to 55%.

Indicators of Success:

Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: STAAR, Campus Based Assessments, Short Cycle Assessments.

Strategy 1 Details		Reviews			
Strategy 1: Third grade instructional staff will sustain the implementation of Lone Star RLA with fidelity exposing all students to rigorous RLA spiral review which includes: reading comprehension practice, short-constructed response practice, and language/grammar and conventions (editing and revising) practice. Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Third grade instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments). Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May



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Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: The percentage of students k-2 achieving or exceeding their Reading Rit goal will increase from 55% to 65%.

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Strategy 1 Details	Reviews			
Strategy 1: MCLs will work with grades kinder through 3rd grade to help teachers with the DDI process, lesson internalization, and planned interventions. Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Kinder-Third grade instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments). Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 3: The percentage of students k-3 achieving their growth goal will increase from 57% to 65%.

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: MAP EOY Data

Strategy 1 Details	Reviews			
Strategy 1: MCLs will work with grades kinder through 3rd grade to help teachers with the DDI process, lesson internalization, and planned interventions. Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Kinder-Third grade instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments). Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 1: School Connectedness panorama data will increase from 57% to 70%.

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama Survey





Strategy 1 Details	Reviews			
Strategy 1: Kinder-5th grade students will participate in iLead social-emotional lessons provided by their classroom teachers once every week. Strategy's Expected Result/Impact: Students will participate in activities that will help them feel cared for and connected with their teachers and peers. Staff Responsible for Monitoring: Campus Admin and counselors ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive training on the proper administration of the Fall and Spring Panorama surveys. Strategy's Expected Result/Impact: Students will understand the questions and vocabulary associated with the survey and complete the survey in a quiet, safe, and secure environment. Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 2: Student daily attendance will increase from 92.8% to 95%.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%

Strategy 1 Details	Reviews			
Strategy 1: The attendance clerk will run weekly and monthly attendance reports and contact parents of students with chronic absences. Strategy's Expected Result/Impact: Parents will be informed about the importance of student attendance and receive assistance if needed. Staff Responsible for Monitoring: Campus admin ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The top five classrooms with the highest attendance on a weekly basis will be recognized during morning announcements and given perfect attendance coupons. The top two classes with perfect attendance will be given special recognition every 9 weeks. Strategy's Expected Result/Impact: 95% attendance rate Staff Responsible for Monitoring: Campus Admin counselor Lead teachers ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: - Local - \$500	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:





Demographics
Problem Statement 1: The current average student attendance rate is 93.5%, falling short of the campus goal of 95%. Root Cause: There is not enough timely communication with parents and students regarding attendance.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 3: Exclusionary disciplinary infractions will decrease from 2% to 1%.

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Strategy 1 Details	Reviews			
Strategy 1: All students will participate in iLead social-emotional lessons provided by their classroom teachers once per week. Strategy's Expected Result/Impact: Students will learn how to reflect on their feelings and learn to verbalize their feelings appropriately. Staff Responsible for Monitoring: Counselors teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: All K-5th grade students will participate in at least one Guidance Lesson per month provided by the school counselor. Strategy's Expected Result/Impact: Students will learn how to reflect on their feelings and learn to verbalize their feelings appropriately. Staff Responsible for Monitoring: Counselors teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 4: Classroom Excellence

Performance Objective 1: Student daily attendance will increase from 92.8% to 95%.

Evaluation Data Sources: Daily Attendance Rate

Strategy 1 Details	Reviews			
Strategy 1: The attendance clerk will run weekly and monthly attendance reports and contact parents of students with chronic absences. Strategy's Expected Result/Impact: Parents will be informed about the importance of student attendance and receive assistance if needed. Staff Responsible for Monitoring: Campus admin ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The top five classrooms with the highest attendance on a weekly basis will be recognized during morning announcements and given perfect attendance coupons. The top two classes with perfect attendance will be given special recognition every 9 weeks. Strategy's Expected Result/Impact: 95% attendance rate Staff Responsible for Monitoring: Campus Admin counselor Lead teachers ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: - Local - \$500	Formative			Summative
	Oct	Jan	Mar	May
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				





Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The current average student attendance rate is 93.5%, falling short of the campus goal of 95%. Root Cause: There is not enough timely communication with parents and students regarding attendance.

Board Goal 4: Classroom Excellence

Performance Objective 2: Increase support for the K-5 bilingual teachers

Evaluation Data Sources: SCA MAP Data

Strategy 1 Details	Reviews			
Strategy 1: Hire an MCL that will work exclusively with bilingual teachers. Strategy's Expected Result/Impact: Increased capacity for lesson planning, lesson preparation, instructional delivery, data disaggregation, and interventions. Staff Responsible for Monitoring: MCL and Campus Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Hire a campus bilingual specialist that will work exclusively with bilingual teachers and bilingual students. Strategy's Expected Result/Impact: Increased capacity for lesson planning, lesson preparation, instructional delivery, data disaggregation, and interventions. Increase the number of bilingual students that receive individual and small group instruction. Staff Responsible for Monitoring: Bilingual specialist and campus admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Third grade bilingual student achievement in reading and math was below their monolingual cohort. Root Cause: There were two substitutes in the fall semester, We hired a certified teacher in the spring semester.

Board Goal 4: Classroom Excellence

Performance Objective 3: Increase support for the K-3 first year teachers.





Evaluation Data Sources: SCA MAP Data

Strategy 1 Details	Reviews			
Strategy 1: Hire instructional aides that will work with first year teachers. Strategy's Expected Result/Impact: Increased capacity for lesson planning, lesson preparation, instructional delivery, data disaggregation, and interventions. Staff Responsible for Monitoring: MCL and Campus Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Hire MCLs that will work exclusively with first year teachers. Strategy's Expected Result/Impact: Increased capacity for lesson planning, lesson preparation, instructional delivery, data disaggregation, and interventions. Staff Responsible for Monitoring: MCL and Campus Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Board Goal 5: Culture of Excellence

Performance Objective 1: School Connectedness panorama data will increase from 57% to 70%.





Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Kinder-5th grade students will participate in iLead social-emotional lessons provided by their classroom teachers once every week. Strategy's Expected Result/Impact: Students will participate in activities that will help them feel cared for and connected with their teachers and peers. Staff Responsible for Monitoring: Campus Admin and counselors ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive training on the proper administration of the Fall and Spring Panorama surveys. Strategy's Expected Result/Impact: Students will understand the questions and vocabulary associated with the survey and complete the survey in a quiet, safe, and secure environment. Staff Responsible for Monitoring: Assistant Principal ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: Culture of Excellence

Performance Objective 2: For the 25-26 school year, PTA membership will increase from 10 to 25 active members through targeted outreach efforts, engagement activities, and effective communication with families and the school community.





Evaluation Data Sources: PTA Membership

Strategy 1 Details	Reviews			
Strategy 1: San Jacinto will use newsletters, social media, and school events to promote PTA membership. Strategy's Expected Result/Impact: Increased PTA participation Staff Responsible for Monitoring: PTA president ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers and staff will personally invite parents and guardians to join the PTA. Strategy's Expected Result/Impact: Increased PTA participation Staff Responsible for Monitoring: PTA President Campus Admin ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: Culture of Excellence

Performance Objective 3: Student sense of belonging panorama data will increase from 57% to 70%.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Kinder-5th grade students will participate in iLead social-emotional lessons provided by their classroom teachers once every week. Strategy's Expected Result/Impact: Students will participate in activities that will help them feel cared for and connected with their teachers and peers. Staff Responsible for Monitoring: Campus Admin and counselors ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive training on the proper administration of the Fall and Spring Panorama surveys. Strategy's Expected Result/Impact: Students will understand the questions and vocabulary associated with the survey and complete the survey in a quiet, safe, and secure environment. Staff Responsible for Monitoring: Assistant Principal ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				