

Ector County Independent School District

G.E."Buddy" West Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



Mission Statement

Campus: To create a dedicated, determined, dependable, disciplined learning community.

Believing OUR Students are THE Future, the mission of Ector County ISD is to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society.

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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 of 2027, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 42% to 50%.

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, 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 Interim, Checkpoint Data, iReady Diagnostics, STAAR Summative

Strategy 1 Details					Reviews			
Strategy 1: Implement a daily mathematics intervention and enrichment block for students in Grades K-5, utilizing flexible student grouping and targeted instruction based on multiple sources of student data to address learning gaps and extend learning for students performing at or above grade level. Strategy's Expected Result/Impact: Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means. Students are provided opportunities for enrichment. Staff Responsible for Monitoring: Leadership team					Formative			Summative
					Oct	Jan	Mar	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Leadership team will review PLC, Know/Shows, exemplars and follow the DDI process.	MCLs Principal	weekly					
Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: - Title One School- Improvement - \$115,000								

Strategy 2 Details					Reviews													
Strategy 2: Strengthen the Data-Driven Instruction (DDI) process through weekly Professional Learning Communities (PLCs) where teachers collaboratively analyze i-Ready, district checkpoints, benchmark assessments, and common formative assessment data to plan rigorous, standards-aligned instruction, monitor student progress, and adjust interventions. Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: Teachers, MCLs, Leadership team <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Meet weekly with MCLs and leadership team to follow the PLC Cycle with fidelity. Meet after Iready testing to analyze data and create a reteach plan.</td><td>MCL/ Principal</td><td>weekly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: - Title One School- Improvement - \$15,000					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Meet weekly with MCLs and leadership team to follow the PLC Cycle with fidelity. Meet after Iready testing to analyze data and create a reteach plan.	MCL/ Principal	weekly		Formative			Summative
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Strategy 3 Details					Reviews													
Strategy 3: Teachers will create student data folders to ensure students track monthly iReady Math progress and Math Checkpoint data. Teachers will conference with students to discuss data folders, track iReady lesson progress, and provide new goals a minimum of twice each grading period. Strategy's Expected Result/Impact: Increased student awareness of strengths and weaknesses. Collaboration and goal setting led by the teacher increasing student self-accountability. Staff Responsible for Monitoring: Administrators, teachers, campus specialists, MCLs <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Data folder checks will be implemented, along with parent data conferences where students will share their data folder and progress made.</td><td>Teachers/ MCL/ Leadership team</td><td>after each assesment</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Data folder checks will be implemented, along with parent data conferences where students will share their data folder and progress made.	Teachers/ MCL/ Leadership team	after each assesment		Formative			Summative
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Oct	Jan	Mar	May															

Strategy 4 Details		Reviews			
Strategy 4: Buddy West will implement Opportunity Culture through Multi-Classroom Leaders (MCLs) who lead weekly PLCs, analyze student data, and support teachers through coaching and feedback. PLCs will focus on TEKS alignment, student work, identifying learning gaps, and planning targeted instruction. Campus leaders and MCLs will use SIBME to provide ongoing observation, feedback, and coaching aligned to campus instructional priorities. Leadership will also monitor i-Ready progress weekly, including usage, lesson completion, and lessons passed, to identify students needing additional support and ensure progress toward growth goals. Strategy's Expected Result/Impact: IReady Diagnostics increasing from BOY to EOY Checkpoints at Approaches and Meets Staff Responsible for Monitoring: Leadership team- MCLs, administrators, campus specialists Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Title One School- Improvement - \$115,000		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: In 24-25, ELAR achievement data demonstrated a need for improvement, with only 41% of 3rd grade students meeting MAP ELAR growth expectations. These results indicate a need to strengthen literacy instruction to ensure students develop the foundational reading skills, vocabulary, and comprehension strategies necessary for grade-level reading success. Root Cause: Students have not consistently received aligned, explicit, and systematic literacy instruction that builds foundational reading skills, academic vocabulary, and comprehension strategies across grade levels. Gaps in early literacy development, including phonics, decoding, fluency, and language development, may have impacted students' ability to comprehend increasingly complex texts in upper grades.

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 of 2027, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 33% to 41%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: STAAR Interim, Checkpoint Data, iReady Diagnostics, STAAR Summative

Strategy 1 Details	Reviews			
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Internalizing instruction), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Students will make growth towards the MEETS percent Staff Responsible for Monitoring: MCLs, teachers, Admin. team Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 of 2027, the % of students performing at the MEETS level on 5th Science STAAR will increase from 24% to 30%.

Evaluation Data Sources: STAAR Interim, Checkpoint Data

Strategy 1 Details	Reviews			
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Internalizing instruction), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Students will make growth towards the MEETS percent. Staff Responsible for Monitoring: MCLs, teachers, Amin. team Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: By May of 2027, the % of students performing at the MEETS level on 3rd-grade Reading STAAR will increase from 33% to 38%.

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, 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%

Evaluation Data Sources: STAAR Interim, Checkpoint Data, iReady Diagnostics, STAAR Summative

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Strategy 1: Implement a daily reading intervention and enrichment block for students in Grades K-5, utilizing flexible student grouping and targeted instruction based on multiple sources of student data to address learning gaps and extend learning for students performing at or above grade level. Strategy's Expected Result/Impact: Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means. Students are provided opportunities for enrichment. Staff Responsible for Monitoring: teachers, leadership team, MCLs <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Monitor the reading block and the daily schedule. Monitor that teachers are following the district pacing calendar.</td><td>teachers/ principal</td><td>weekly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Monitor the reading block and the daily schedule. Monitor that teachers are following the district pacing calendar.	teachers/ principal	weekly		Formative			Summative
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Strategy 2 Details					Reviews													
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No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
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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 % of Kinder-3rd grade students meeting their iReady stretch growth will increase 10% for each grade level: 18% for Kindergarten, 37% for 1st Grade, 27% for 2nd Grade, and 32% for 3rd Grade.

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, 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%

Evaluation Data Sources: iReady Diagnostics

Strategy 1 Details					Reviews													
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Oct	Jan	Mar	May															

Strategy 2 Details					Reviews													
Strategy 2: Strengthen the Data-Driven Instruction (DDI) process through weekly Professional Learning Communities (PLCs) where teachers collaboratively analyze i-Ready, district checkpoints, benchmark assessments, and common formative assessment data to plan rigorous, standards-aligned instruction, monitor student progress, and adjust interventions. Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: teachers, leadership team, MCLs <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>meet with MCLs weekly to support with the DDI process and meet with all the grade levels after each assessment to analyze data and create a reteach plan.</td><td>teachers, principal</td><td></td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	meet with MCLs weekly to support with the DDI process and meet with all the grade levels after each assessment to analyze data and create a reteach plan.	teachers, principal			Formative			Summative
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					1	meet with MCLs weekly to support with the DDI process and meet with all the grade levels after each assessment to analyze data and create a reteach plan.	teachers, principal											
Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: In 24-25, ELAR achievement data demonstrated a need for improvement, with only 41% of 3rd grade students meeting MAP ELAR growth expectations. These results indicate a need to strengthen literacy instruction to ensure students develop the foundational reading skills, vocabulary, and comprehension strategies necessary for grade-level reading success. Root Cause: Students have not consistently received aligned, explicit, and systematic literacy instruction that builds foundational reading skills, academic vocabulary, and comprehension strategies across grade levels. Gaps in early literacy development, including phonics, decoding, fluency, and language development, may have impacted students' ability to comprehend increasingly complex texts in upper grades.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: School Connectedness Student panorama data will increase from 69% to 79%.

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

Strategy 1 Details					Reviews													
Strategy 1: The iLead SEL curriculum will be implemented weekly in classrooms to build positive relationships among students and teachers. Strategy's Expected Result/Impact: Decrease in discipline issues and an increase in student's perception of belonging. Staff Responsible for Monitoring: teachers, leadership team and counselor, Communities in School <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>monitor implementation of Ilead lessons</td><td>principals</td><td>weekly</td><td></td></tr></table> Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	monitor implementation of Ilead lessons	principals	weekly		Formative			Summative
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					1	monitor implementation of Ilead lessons	principals	weekly										
Oct	Jan	Mar	May															

Strategy 2 Details					Reviews													
Strategy 2: Character Education lessons will be rolled out to students monthly for 30 minutes by the counselor. Strategy's Expected Result/Impact: Increased exposure to iLead by students leading to higher emotional maturity or awareness in students. Staff Responsible for Monitoring: teachers, leadership team, counselor <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>monitor character education lessons and meet with the school counselor for feedback every 2 weeks</td><td>principal and counselor</td><td>bi-weekly</td><td></td></tr></table> Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	monitor character education lessons and meet with the school counselor for feedback every 2 weeks	principal and counselor	bi-weekly		Formative			Summative
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					1	monitor character education lessons and meet with the school counselor for feedback every 2 weeks	principal and counselor	bi-weekly										
Oct	Jan	Mar	May															

Strategy 3 Details					Reviews													
Strategy 3: Buddy West will implement a campus-wide Morning Meeting and Routine to strengthen relationships and build a positive classroom community (All K-5 classrooms start the day with a 5-10 minute Morning Meeting that has a greeting, share time, short community-building activity, and a positive message). Strategy's Expected Result/Impact: Daily intentional relationship-building will foster stronger peer and teacher-student connections, making students feel more supported, valued, and safe at school, resulting in increased School Connectedness scores on Panorama. Staff Responsible for Monitoring: leadership team <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>monitor the morning meetings and capture in the moment feedback</td><td>principals</td><td></td><td></td></tr></table> Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	monitor the morning meetings and capture in the moment feedback	principals			Formative			Summative
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Oct	Jan	Mar	May															



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: Student Panorama data indicates that school climate and student connection are areas in need of improvement. Only 55% of students reported a favorable perception of school climate, a decrease of 6 points from the previous benchmark. Additionally, 60% of students reported a favorable sense of belonging, representing a 5-point decrease. **Root Cause:** Students may not consistently experience a strong sense of belonging, connection, and emotional safety throughout the school day due to a need for more intentional systems that build relationships, increase student voice, and create consistent opportunities for students to feel valued and supported.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: Student sense of belonging will increase from 60% 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

Strategy 1 Details					Reviews													
Strategy 1: Teachers will intentionally build positive classroom communities by implementing daily relationship-building practices, including morning meetings, classroom circles, student check-ins, collaborative learning opportunities, and consistent recognition of student achievements to foster a safe, welcoming, and inclusive learning environment. Strategy's Expected Result/Impact: Increased sense of belonging, including confidence in self and increase motivation to continue to improve. Staff Responsible for Monitoring: teachers, leadership team, counselor <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>leadership team will monitor daily relationship building through the morning meetings, the Ilead lessons and duck of the month recognitions.</td><td>teachers and principal</td><td>weekly</td><td></td></tr></table> Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	leadership team will monitor daily relationship building through the morning meetings, the Ilead lessons and duck of the month recognitions.	teachers and principal	weekly		Formative			Summative
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Oct	Jan	Mar	May															

Strategy 2 Details						Reviews													
Strategy 2: Implement a campus-wide student recognition system that celebrates academic growth, positive behavior, attendance, and individual achievements through classroom and campus celebrations, student conferences, family communication, recognition ceremonies, and other meaningful acknowledgments to foster student motivation, engagement, and a strong sense of belonging. Strategy's Expected Result/Impact: Students will experience a stronger sense of belonging and connectedness to the school community, resulting in increased engagement, improved attendance, positive student behavior, and an increase in the Panorama Student Survey "Sense of Belonging" score from 60% to 70% by May 2027. Staff Responsible for Monitoring: teachers, leadership team, and counselor <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>monitor the implementation of celebrations and recognitions being done with fidelity.</td><td>teachers and principal</td><td>every 9 weeks</td><td></td></tr></table> Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1						Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	monitor the implementation of celebrations and recognitions being done with fidelity.	teachers and principal	every 9 weeks		Formative			Summative
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Oct	Jan	Mar	May																

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Student Panorama data indicates that school climate and student connection are areas in need of improvement. Only 55% of students reported a favorable perception of school climate, a decrease of 6 points from the previous benchmark. Additionally, 60% of students reported a favorable sense of belonging, representing a 5-point decrease. Root Cause: Students may not consistently experience a strong sense of belonging, connection, and emotional safety throughout the school day due to a need for more intentional systems that build relationships, increase student voice, and create consistent opportunities for students to feel valued and supported.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: Student daily attendance will increase from 93% to 96%

Indicators of Success:

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

Evaluation Data Sources: Attendance Reports

Strategy 1 Details					Reviews			
Strategy 1: Office staff will monitor student attendance and implement a Tiered Attendance Intervention System with Early Family Outreach. Strategy's Expected Result/Impact: Student attendance will improve through early identification of attendance concerns, timely family communication, and tiered interventions, resulting in increased Average Daily Attendance (ADA) and a reduction in chronic absenteeism. Staff Responsible for Monitoring: office staff, Communities in School, admin. team					Formative			Summative
					Oct	Jan	Mar	May

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	every 9 weeks attendance will be monitored through office contacts and counselor/principal contracts	office, principal, counselor	every 9 weeks and daily for students with excessive absences	

Title I:
2.51
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Positive School Culture
Problem Statements: School Culture and Climate 1

Strategy 2 Details					Reviews													
Strategy 2: Implement a campus-wide attendance recognition program that celebrates individual students, classrooms, and grade levels for excellent and improved attendance through monthly celebrations, certificates, incentives, classroom competitions, and school-wide recognition to encourage consistent attendance and reinforce the importance of being present for learning. Strategy's Expected Result/Impact: Increased motivation for school attendance and increased parent engagement in attendance needs. Staff Responsible for Monitoring: office staff, Communities in School, admin. team <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>monitor that celebrations and recognitions are done with fidelity</td><td>teachers and principal</td><td>every 9 weeks</td><td></td></tr></table> Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	monitor that celebrations and recognitions are done with fidelity	teachers and principal	every 9 weeks		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	monitor that celebrations and recognitions are done with fidelity	teachers and principal	every 9 weeks										
Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

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No Progress



Accomplished



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Discontinue

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: Student Panorama data indicates that school climate and student connection are areas in need of improvement. Only 55% of students reported a favorable perception of school climate, a decrease of 6 points from the previous benchmark. Additionally, 60% of students reported a favorable sense of belonging, representing a 5-point decrease. Root Cause: Students may not consistently experience a strong sense of belonging, connection, and emotional safety throughout the school day due to a need for more intentional systems that build relationships, increase student voice, and create consistent opportunities for students to feel valued and supported.

Board Goal 4: Classroom Excellence

Performance Objective 1: Campus leadership will collaborate with the blended learning team on teacher training, priority classroom identification, and full expansion of blended learning across all core classrooms.

Evaluation Data Sources: Walkthrough data and evidence of instructional growth

Strategy 1 Details					Reviews													
Strategy 1: Provide ongoing professional learning and coaching opportunities for teachers to strengthen their understanding and implementation of blended learning practices. Campus leaders and the blended learning team will support teachers through training, modeling, classroom observations, and feedback cycles to increase effective use of blended learning tools and instructional strategies. Strategy's Expected Result/Impact: Teachers will increase their capacity to effectively integrate blended learning practices, resulting in increased student engagement, personalized learning opportunities, and improved academic outcomes through consistent implementation across core classrooms. Staff Responsible for Monitoring: blended learning team, leadership team <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Monitor the coaching and PLC schedules to be done with fidelity. Schedule coaching cycles and give timely feedback. Document through Sibme</td><td>principal</td><td>weekly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Monitor the coaching and PLC schedules to be done with fidelity. Schedule coaching cycles and give timely feedback. Document through Sibme	principal	weekly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Monitor the coaching and PLC schedules to be done with fidelity. Schedule coaching cycles and give timely feedback. Document through Sibme	principal	weekly										
Oct	Jan	Mar	May															

Strategy 2 Details					Reviews													
Strategy 2: Develop a systematic implementation plan for expanding blended learning across core classrooms by identifying priority classrooms, monitoring implementation progress, analyzing student usage and performance data, and providing targeted support to ensure blended learning enhances student engagement and academic growth. Strategy's Expected Result/Impact: Teachers will increase their capacity to effectively integrate blended learning practices, resulting in increased student engagement, personalized learning opportunities, and improved academic outcomes through consistent implementation across core classrooms. Staff Responsible for Monitoring: blended learning team, leadership team <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>monitor blended learning and providing ongoing support for teachers with coaching and instant feedback.</td><td>principal and MCLs</td><td>weekly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	monitor blended learning and providing ongoing support for teachers with coaching and instant feedback.	principal and MCLs	weekly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	monitor blended learning and providing ongoing support for teachers with coaching and instant feedback.	principal and MCLs	weekly										
Oct	Jan	Mar	May															

No Progress

Accomplished

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Discontinue



No Progress



Accomplished



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Performance Objective 1 Problem Statements:

School Organization
Problem Statement 1: Although Buddy West Elementary has established instructional systems designed to support student achievement, including a daily intervention block, weekly Professional Learning Communities, the Data-Driven Instruction process, and instructional coaching, consistent implementation of these systems across all classrooms remains an area for improvement. Root Cause: Variability in implementation fidelity exists due to the need for continued professional learning, ongoing instructional coaching, structured collaboration, and consistent monitoring to ensure campus-wide implementation of evidence-based instructional practices.

Board Goal 4: Classroom Excellence

Performance Objective 2: All classrooms will demonstrate consistent integration of AVID strategies (WICOR) and structured student discourse resulting in increased academic rigor and improved student performance.

Evaluation Data Sources: classroom walkthroughs and observations

Strategy 1 Details					Reviews													
Strategy 1: Provide ongoing professional learning and coaching to support teachers in effectively implementing AVID WICOR strategies and structured academic discourse routines. Campus leaders and Multi-Classroom Leaders will provide modeling, feedback, and support to ensure strategies are embedded consistently across all classrooms. Strategy's Expected Result/Impact: Teachers will increase their confidence and consistency in implementing AVID strategies and student discourse routines, resulting in increased student engagement and academic rigor. Staff Responsible for Monitoring: leadership team, campus coaches, MCLs <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>support teachers will AVID modeling PLCs and in the moment feedback in the classroom when implementing AVID and WICOR.</td><td>MCLs, principal and AVID site coordinator</td><td>weekly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	support teachers will AVID modeling PLCs and in the moment feedback in the classroom when implementing AVID and WICOR.	MCLs, principal and AVID site coordinator	weekly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	support teachers will AVID modeling PLCs and in the moment feedback in the classroom when implementing AVID and WICOR.	MCLs, principal and AVID site coordinator	weekly										
Oct	Jan	Mar	May															

Strategy 2 Details					Reviews													
Strategy 2: Monitor classroom implementation of AVID strategies and student discourse through walkthroughs, lesson plan reviews, PLC discussions, and student work analysis. Teachers will collaborate during PLCs to share effective practices and refine instructional strategies that increase student engagement, critical thinking, and academic rigor. Strategy's Expected Result/Impact: Classrooms will demonstrate consistent use of AVID strategies and academic discourse practices, leading to improved student participation, critical thinking, and learning outcomes. Staff Responsible for Monitoring: teachers, leadership team, MCLs <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>monitor implementation of AVID through walk throughs and coaching cycles. Monitor PLCs for collaboration of strategies.</td><td>teachers, principal</td><td></td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	monitor implementation of AVID through walk throughs and coaching cycles. Monitor PLCs for collaboration of strategies.	teachers, principal			Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	monitor implementation of AVID through walk throughs and coaching cycles. Monitor PLCs for collaboration of strategies.	teachers, principal											
Oct	Jan	Mar	May															

 No Progress

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No Progress



Accomplished



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Discontinue

Performance Objective 2 Problem Statements:

School Organization
Problem Statement 1: Although Buddy West Elementary has established instructional systems designed to support student achievement, including a daily intervention block, weekly Professional Learning Communities, the Data-Driven Instruction process, and instructional coaching, consistent implementation of these systems across all classrooms remains an area for improvement. Root Cause: Variability in implementation fidelity exists due to the need for continued professional learning, ongoing instructional coaching, structured collaboration, and consistent monitoring to ensure campus-wide implementation of evidence-based instructional practices.

Board Goal 5: Culture of Excellence

Performance Objective 1: 100% of core classrooms will implement iLead with fidelity.

Evaluation Data Sources: Observations, walkthroughs

Strategy 1 Details					Reviews													
Strategy 1: Provide ongoing professional learning and coaching to ensure teachers understand iLead expectations, instructional practices, and implementation procedures. Campus leaders and instructional support staff will provide modeling, feedback, and resources to support consistent classroom implementation. Strategy's Expected Result/Impact: Teachers will increase their understanding and confidence in implementing iLead practices consistently. Staff Responsible for Monitoring: leadership team, counselor, MCLs <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>monitor the Ilead lessons and visit classrooms in the morning during the lesson. provide ongoing feedback</td><td>principal and counselor</td><td>weekly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	monitor the Ilead lessons and visit classrooms in the morning during the lesson. provide ongoing feedback	principal and counselor	weekly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	monitor the Ilead lessons and visit classrooms in the morning during the lesson. provide ongoing feedback	principal and counselor	weekly										
Oct	Jan	Mar	May															

Strategy 2 Details					Reviews													
Strategy 2: Monitor iLead implementation through classroom walkthroughs, lesson plan reviews, PLC conversations, and feedback cycles to ensure consistent fidelity across all core classrooms and identify areas for additional support. Strategy's Expected Result/Impact: All core classrooms will demonstrate consistent iLead implementation, resulting in improved instructional consistency and student learning experiences. Staff Responsible for Monitoring: leadership team, MCLs <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>support the teachers with Ilead feedback. monitor the implementation of the lessons.</td><td>principal and counselor</td><td>weekly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	support the teachers with Ilead feedback. monitor the implementation of the lessons.	principal and counselor	weekly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	support the teachers with Ilead feedback. monitor the implementation of the lessons.	principal and counselor	weekly										
Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



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Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Student Panorama data indicates that school climate and student connection are areas in need of improvement. Only 55% of students reported a favorable perception of school climate, a decrease of 6 points from the previous benchmark. Additionally, 60% of students reported a favorable sense of belonging, representing a 5-point decrease. Root Cause: Students may not consistently experience a strong sense of belonging, connection, and emotional safety throughout the school day due to a need for more intentional systems that build relationships, increase student voice, and create consistent opportunities for students to feel valued and supported.
School Organization
Problem Statement 1: Although Buddy West Elementary has established instructional systems designed to support student achievement, including a daily intervention block, weekly Professional Learning Communities, the Data-Driven Instruction process, and instructional coaching, consistent implementation of these systems across all classrooms remains an area for improvement. Root Cause: Variability in implementation fidelity exists due to the need for continued professional learning, ongoing instructional coaching, structured collaboration, and consistent monitoring to ensure campus-wide implementation of evidence-based instructional practices.

Board Goal 5: Culture of Excellence

Performance Objective 2: Staff belonging and overall connectedness will increase from 79% to 89%.

Evaluation Data Sources: Panorama and staff surveys

Strategy 1 Details					Reviews													
Strategy 1: Implement intentional staff engagement and recognition opportunities that celebrate staff contributions, accomplishments, and milestones through campus celebrations, appreciation events, and ongoing recognition. Strategy's Expected Result/Impact: Staff will feel valued and appreciated, resulting in increased morale, engagement, and connection to the campus community. Staff Responsible for Monitoring: leadership team, office staff <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>celebrate teachers through attendance recognitions, teacher of the month and appreciation events.</td><td>office staff, PTA, and principal</td><td>monthly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	celebrate teachers through attendance recognitions, teacher of the month and appreciation events.	office staff, PTA, and principal	monthly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	celebrate teachers through attendance recognitions, teacher of the month and appreciation events.	office staff, PTA, and principal	monthly										
Oct	Jan	Mar	May															

Strategy 2 Details					Reviews			
Strategy 2: Strengthen staff collaboration and communication through regular opportunities for team building, shared decision-making, professional learning, and feedback to increase staff connection and sense of belonging. Strategy's Expected Result/Impact: Staff will experience stronger relationships, collaboration, and trust, resulting in increased staff belonging and overall campus connectedness. Staff Responsible for Monitoring: leadership team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture					Formative			Summative
					Oct	Jan	Mar	May



No Progress



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Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 1: Student Panorama data indicates that school climate and student connection are areas in need of improvement. Only 55% of students reported a favorable perception of school climate, a decrease of 6 points from the previous benchmark. Additionally, 60% of students reported a favorable sense of belonging, representing a 5-point decrease. **Root Cause:** Students may not consistently experience a strong sense of belonging, connection, and emotional safety throughout the school day due to a need for more intentional systems that build relationships, increase student voice, and create consistent opportunities for students to feel valued and supported.