

Ector County Independent School District

Lee Buice Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



Mission Statement

At Buice, we are committed to growing greatness by providing a safe, supportive and nurturing environment, and empowering every students to flourish academically, socially and emotionally. By fostering confidence, personal resppnsibility, and respect for others, we will ignite a passion for lifelong learning and cultivate independent, confident leaders.

Vision

Growing Greatness

Value Statement

At Buice, we are committed to growing greatness by providing a safe, supportive and nurturing environment, and empowering every students to flourish academically, socially and emotionally. By fostering confidence, personal resppnsibility, and respect for others, we will ignite a passion for lifelong learning and cultivate independent, confident leaders.

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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 2027, the percentage of students achieving Meets Grade Level or above on STAAR Mathematics will increase from 33% to 45% in Grade 3, from 39% to 50% in Grade 4, and from 35% to 47% in Grade 5.

Indicators of Success:

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 Mathematics; district common assessments; i-Ready Mathematics; formative assessments; PLC data; student work.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will participate in weekly data-driven PLCs focused on standards alignment, assessment analysis, student work, misconceptions, instructional response, reteaching, intervention, and enrichment. Strategy's Expected Result/Impact: Increased mastery of priority mathematics TEKS and increased Meets/Masters performance. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Grade-Level Teachers, Interventionists. Title I: 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 Problem Statements: Student Achievement 1 Funding Sources: Instructional Coach - Title One Instructional Continuity - \$80,000		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: A campus instructional coach will provide job-embedded coaching through planning, modeling, co-teaching, observation/feedback, data analysis, and targeted coaching cycles based on teacher and student need. Strategy's Expected Result/Impact: Increased instructional rigor and consistent implementation of evidence-based Tier 1 and intervention practices. Staff Responsible for Monitoring: Principal, Assistant Principals Title I: 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Organization 2 Funding Sources: Instructional Coach - Title One School- Improvement - \$80,000		Formative			Summative
		Oct	Jan	Mar	May

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Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Too few students in Grades 3-5 demonstrate mastery of grade-level standards at the Meets and Masters levels, with significant achievement gaps for special education, at-risk, and economically disadvantaged students. Root Cause: The campus has not yet achieved consistent implementation of standards-aligned Tier 1 instruction, data-driven planning, targeted small-group instruction, intervention, progress monitoring, and instructional coaching across every classroom.
School Organization
Problem Statement 2: There are no clear expectation and organization surrounding coaching for teachers involving curriculum alignment, classroom management, and effective Tier 1 instruction, which is impacting student outcomes. Root Cause: High staff turnover has created a larger proportion of early-career teachers who require ongoing coaching, mentoring, and support. Time constraints sometimes limit the depth of collaboration and feedback provided by the leadership team.

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 2027, the percentage of students achieving Meets Grade Level or above on STAAR RLA will increase from 38% to 50% in Grade 3, from 36% to 48% in Grade 4, and from 31% to 43% in Grade 5.

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

Evaluation Data Sources: STAAR RLA, i-Ready Reading, common assessments, writing samples, formative assessments, PLC data.

Strategy 1 Details	Reviews			
Strategy 1: Implement daily standards-aligned reading and writing instruction with explicit comprehension, vocabulary, written-response, and text-evidence instruction, supported by targeted small groups. Strategy's Expected Result/Impact: Walkthroughs, student work, PLC documentation, common assessments, i-Ready will all show systematic growth. Staff Responsible for Monitoring: Administrators, Instructional Coach, RLA Teachers, Interventionists. Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Conduct regular student-work analysis and short-cycle assessment cycles during PLCs to identify misconceptions and plan immediate reteaching, intervention, and extension. Strategy's Expected Result/Impact: Walkthroughs, student work, PLC documentation, common assessments, i-Ready will all show systematic growth. Staff Responsible for Monitoring: Administrators, Instructional Coach, RLA Teachers, Interventionists. 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
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Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Too few students in Grades 3-5 demonstrate mastery of grade-level standards at the Meets and Masters levels, with significant achievement gaps for special education, at-risk, and economically disadvantaged students. Root Cause: The campus has not yet achieved consistent implementation of standards-aligned Tier 1 instruction, data-driven planning, targeted small-group instruction, intervention, progress monitoring, and instructional coaching across every classroom.
Curriculum, Instruction, and Assessment
Problem Statement 1: Implementation of standards-aligned curriculum, rigorous Tier 1 instruction, formative assessment, and data-responsive instruction varies among classrooms and grade levels. Root Cause: PLC, coaching, observation, and data-analysis systems have not consistently translated assessment evidence into immediate changes in daily classroom instruction.

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 2027, Grade 5 Science achievement will increase to 50% Meets Grade Level or above and 15% Masters Grade Level on STAAR.

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

Evaluation Data Sources: Final Spring 2026 performance standards were not established in the preliminary report supplied for this plan; students averaged 42% of available points

Strategy 1 Details	Reviews			
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Strategy 1: Implement standards-aligned, inquiry-based science instruction incorporating hands-on investigation, academic vocabulary, data analysis, reading/writing in science, and frequent checks for understanding. Strategy's Expected Result/Impact: Walkthroughs, student work, PLC documentation, common assessments, TEKS Ready will all show systematic growth. Staff Responsible for Monitoring: Administrators, Instructional Coach, Science Teachers, Interventionists. Title I: 2.51, 2.52 - TEA Priorities: 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 - Targeted Support Strategy Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 2				

Strategy 2 Details		Reviews			
Strategy 2: Use common assessments and PLC analysis to identify low-performing science standards and provide spiral review, reteaching, intervention, and targeted student practice. Strategy's Expected Result/Impact: Walkthroughs, student work, PLC documentation, common assessments, TEKS Ready will all show systematic growth. Staff Responsible for Monitoring: Administrators, Instructional Coach, Science Teachers, Interventionists. Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 2		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
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Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Too few students in Grades 3-5 demonstrate mastery of grade-level standards at the Meets and Masters levels, with significant achievement gaps for special education, at-risk, and economically disadvantaged students. Root Cause: The campus has not yet achieved consistent implementation of standards-aligned Tier 1 instruction, data-driven planning, targeted small-group instruction, intervention, progress monitoring, and instructional coaching across every classroom.
Curriculum, Instruction, and Assessment
Problem Statement 1: Implementation of standards-aligned curriculum, rigorous Tier 1 instruction, formative assessment, and data-responsive instruction varies among classrooms and grade levels. Root Cause: PLC, coaching, observation, and data-analysis systems have not consistently translated assessment evidence into immediate changes in daily classroom instruction.
School Organization
Problem Statement 2: There are no clear expectation and organization surrounding coaching for teachers involving curriculum alignment, classroom management, and effective Tier 1 instruction, which is impacting student outcomes. Root Cause: High staff turnover has created a larger proportion of early-career teachers who require ongoing coaching, mentoring, and support. Time constraints sometimes limit the depth of collaboration and feedback provided by the leadership team.

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 4: By May 2027, Lee Buice Elementary will reduce achievement gaps between all students and special education/at-risk students in RLA and mathematics by at least 10 percentage points, as measured by STAAR Meets Grade Level performance and local assessment data.

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%, 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 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, 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 RLA, i-Ready Reading, common assessments, writing samples, formative assessments, PLC data.

Strategy 1 Details	Reviews			
Strategy 1: Strengthen MTSS through scheduled intervention, frequent progress monitoring, flexible grouping, and documented instructional response. Strategy's Expected Result/Impact: The achievement gap between peers will decrease as students receive targeted interventions through MTSS Academics/Behavior. Staff Responsible for Monitoring: Administrators, Teachers, MTSS Lead Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 2	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Provide teachers with coaching and professional learning in specially designed instruction, accommodations, scaffolding, language supports, and differentiation while maintaining grade-level rigor. Strategy's Expected Result/Impact: The achievement gap between peers will decrease as students receive targeted interventions through MTSS Academics/Behavior. Teachers will be able to lead with contextual understanding and implementation of content knowledge. Staff Responsible for Monitoring: Administrators, Instructional Coach Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 2		Formative			Summative
		Oct	Jan	Mar	May

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Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: Too few students in Grades 3-5 demonstrate mastery of grade-level standards at the Meets and Masters levels, with significant achievement gaps for special education, at-risk, and economically disadvantaged students. Root Cause: The campus has not yet achieved consistent implementation of standards-aligned Tier 1 instruction, data-driven planning, targeted small-group instruction, intervention, progress monitoring, and instructional coaching across every classroom.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Staff retention is insufficient to sustain instructional consistency and long-term campus improvement. Root Cause: Professional learning, coaching, onboarding, feedback, recognition, and differentiated teacher support have not been implemented through a sufficiently consistent and coherent campuswide system.
Curriculum, Instruction, and Assessment
Problem Statement 1: Implementation of standards-aligned curriculum, rigorous Tier 1 instruction, formative assessment, and data-responsive instruction varies among classrooms and grade levels. Root Cause: PLC, coaching, observation, and data-analysis systems have not consistently translated assessment evidence into immediate changes in daily classroom instruction.

School Organization

Problem Statement 2: There are no clear expectation and organization surrounding coaching for teachers involving curriculum alignment, classroom management, and effective Tier 1 instruction, which is impacting student outcomes. **Root Cause:** High staff turnover has created a larger proportion of early-career teachers who require ongoing coaching, mentoring, and support. Time constraints sometimes limit the depth of collaboration and feedback provided by the leadership team.

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 2027, 40% of K-3 students will meet or exceed annual typical growth on i-Ready Reading, with 34% meeting stretch growth.

Indicators of Success:

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: i-Ready

Strategy 1 Details	Reviews			
Strategy 1: Implement evidence-based foundational literacy instruction with explicit instruction in phonological awareness, phonics, fluency, vocabulary, comprehension, and writing as appropriate by grade level. District approved resource of Saxon Phonics. Strategy's Expected Result/Impact: 40% of K-3 students will meet or exceed annual typical growth on i-Ready Reading, with 34% meeting stretch growth. Staff Responsible for Monitoring: Administrators, Instructional Coach, Teachers Title I: 2.51 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 2	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Use i-Ready, classroom assessments, and progress-monitoring data to provide targeted small-group intervention and acceleration and regroup students based on current need. Strategy's Expected Result/Impact: 40% of K-3 students will meet or exceed annual typical growth on i-Ready Reading, with 34% meeting stretch growth. Staff Responsible for Monitoring: Administrators, Instructional Coach, Teachers, MTSS Lead 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 - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Family and Community Engagement 1 - School Organization 2		Formative			Summative
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Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Too few students in Grades 3-5 demonstrate mastery of grade-level standards at the Meets and Masters levels, with significant achievement gaps for special education, at-risk, and economically disadvantaged students. Root Cause: The campus has not yet achieved consistent implementation of standards-aligned Tier 1 instruction, data-driven planning, targeted small-group instruction, intervention, progress monitoring, and instructional coaching across every classroom.
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Problem Statement 1: Staff retention is insufficient to sustain instructional consistency and long-term campus improvement. Root Cause: Professional learning, coaching, onboarding, feedback, recognition, and differentiated teacher support have not been implemented through a sufficiently consistent and coherent campuswide system.
Curriculum, Instruction, and Assessment
Problem Statement 1: Implementation of standards-aligned curriculum, rigorous Tier 1 instruction, formative assessment, and data-responsive instruction varies among classrooms and grade levels. Root Cause: PLC, coaching, observation, and data-analysis systems have not consistently translated assessment evidence into immediate changes in daily classroom instruction.

Family and Community Engagement

Problem Statement 1: Parent and family participation in academic-focused events (e.g., Academic Nights, Family Nights) is inconsistent, with higher attendance at celebratory events such as Awards Assemblies compared to instructional events. **Root Cause:** Families often face work schedules, childcare, and transportation barriers, making it difficult to attend academic events. In addition, limited outreach strategies to connect families to the direct impact of academic nights on student achievement reduces parent motivation to prioritize attendance.

School Organization

Problem Statement 2: There are no clear expectation and organization surrounding coaching for teachers involving curriculum alignment, classroom management, and effective Tier 1 instruction, which is impacting student outcomes. **Root Cause:** High staff turnover has created a larger proportion of early-career teachers who require ongoing coaching, mentoring, and support. Time constraints sometimes limit the depth of collaboration and feedback provided by the leadership team.

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: By May 2027, Grade 3 STAAR RLA will increase from 66% to 75% Approaches, 38% to 50% Meets, and 12% to 20% Masters. The Spring 2026 baseline was 66% Approaches, 38% Meets, and 12% Masters.

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

Strategy 1 Details	Reviews			
	Formative			Summative
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Strategy 1: Provide explicit instruction in comprehension, vocabulary, written response, and evidence-based responses to increasingly complex text. Strategy's Expected Result/Impact: Walkthroughs, PLC discussions, Student Worksamples will show increased acadmeic growth. Staff Responsible for Monitoring: Aministration, Instructional Coach, Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1 - School Organization 2				

Strategy 2 Details	Reviews			
Strategy 2: Use K-3 vertical PLCs and student-data reviews to identify prerequisite skill gaps before students reach Grade 3 and coordinate timely intervention. Strategy's Expected Result/Impact: Less skill gaps in Grade 3 RLA Staff Responsible for Monitoring: Administrators, Instructional Coach, Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1 - School Organization 2	Formative			Summative
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Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Too few students in Grades 3-5 demonstrate mastery of grade-level standards at the Meets and Masters levels, with significant achievement gaps for special education, at-risk, and economically disadvantaged students. Root Cause: The campus has not yet achieved consistent implementation of standards-aligned Tier 1 instruction, data-driven planning, targeted small-group instruction, intervention, progress monitoring, and instructional coaching across every classroom.
School Organization
Problem Statement 2: There are no clear expectation and organization surrounding coaching for teachers involving curriculum alignment, classroom management, and effective Tier 1 instruction, which is impacting student outcomes. Root Cause: High staff turnover has created a larger proportion of early-career teachers who require ongoing coaching, mentoring, and support. Time constraints sometimes limit the depth of collaboration and feedback provided by the leadership team.

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: By May 2027, favorable student responses on the district/Panorama measure of sense of belonging/school connectedness will increase from 57% to 62%.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%, 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: Implement intentional relationship-building and student-belonging practices through classroom meetings, student recognition, leadership opportunities, mentoring/check-ins, and schoolwide celebrations. Strategy's Expected Result/Impact: Increased school connectedness. Staff Responsible for Monitoring: Administraors, Instructional Coach, Teachers, Counselors Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: School Culture and Climate 1 - Family and Community Engagement 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Review connectedness data by grade level and student group and develop targeted responses for students reporting low belonging or connection. Strategy's Expected Result/Impact: Increased school connectedness. Staff Responsible for Monitoring: Administraors, Instructional Coach, Teachers, Counselors Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: School Culture and Climate 1 - Family and Community Engagement 1	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: By May 2027, Lee Buice Elementary will increase student attendance to 92% and reduce chronic absenteeism by 10% Strategy's Expected Result/Impact: Increased student attendance. Staff Responsible for Monitoring: Administrator, Teachers, Clerk, Families Title I: 2.51, 2.53 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: School Culture and Climate 1 - Family and Community Engagement 1	Formative			Summative
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Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: Not all students demonstrate consistent connectedness, attendance, and positive behavioral engagement necessary to maximize instructional time and academic success. **Root Cause:** Campus systems for monitoring student connectedness, attendance, behavior trends, and early intervention have not been consistently integrated into one proactive, schoolwide process.

Family and Community Engagement

Problem Statement 1: Parent and family participation in academic-focused events (e.g., Academic Nights, Family Nights) is inconsistent, with higher attendance at celebratory events such as Awards Assemblies compared to instructional events. **Root Cause:** Families often face work schedules, childcare, and transportation barriers, making it difficult to attend academic events. In addition, limited outreach strategies to connect families to the direct impact of academic nights on student achievement reduces parent motivation to prioritize attendance.

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: By May 2027, Lee Buice Elementary will reduce the number of students receiving disciplinary actions from the 2025-2026 baseline by at least 15%, while monitoring disproportionality among student groups.

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/student surveys, attendance reports, chronic absenteeism reports, discipline reports, walkthroughs, counseling records, family contacts.

Strategy 1 Details	Reviews			
Strategy 1: Strengthen schoolwide expectations, explicit behavior instruction, positive reinforcement, restorative responses, and classroom-management support. Strategy's Expected Result/Impact: Discipline Reports, Walkthrough Observations Staff Responsible for Monitoring: Administrators, Counselors, Teacher Title I: 2.51, 2.52, 2.53 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Family and Community Engagement 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Review discipline data monthly by grade, location, behavior, teacher, time, and student group and provide targeted intervention based on identified patterns. Strategy's Expected Result/Impact: Discipline Reports, Walkthrough Observations Staff Responsible for Monitoring: Administrators, Counselors, Teacher Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: School Culture and Climate 1 - Family and Community Engagement 1		Formative			Summative
		Oct	Jan	Mar	May
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Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Not all students demonstrate consistent connectedness, attendance, and positive behavioral engagement necessary to maximize instructional time and academic success. Root Cause: Campus systems for monitoring student connectedness, attendance, behavior trends, and early intervention have not been consistently integrated into one proactive, schoolwide process.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Staff retention is insufficient to sustain instructional consistency and long-term campus improvement. Root Cause: Professional learning, coaching, onboarding, feedback, recognition, and differentiated teacher support have not been implemented through a sufficiently consistent and coherent campuswide system.
Family and Community Engagement
Problem Statement 1: Parent and family participation in academic-focused events (e.g., Academic Nights, Family Nights) is inconsistent, with higher attendance at celebratory events such as Awards Assemblies compared to instructional events. Root Cause: Families often face work schedules, childcare, and transportation barriers, making it difficult to attend academic events. In addition, limited outreach strategies to connect families to the direct impact of academic nights on student achievement reduces parent motivation to prioritize attendance.

Board Goal 4: Classroom Excellence

Performance Objective 1: By the beginning of the 2027-2028 school year, Lee Buice Elementary will increase staff retention from 55.6% to at least 70%. The 2025-2026 campus rate was 55.6%.

Evaluation Data Sources: Staff Retention

Strategy 1 Details	Reviews			
Strategy 1: Implement a structured onboarding and mentoring system for new-to-Buice and early-career teachers. Strategy's Expected Result/Impact: Increased staff retention and teacher certification. Staff Responsible for Monitoring: Administration, Instructional Coach Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Organization 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Conduct regular staff feedback/temperature checks and respond to identified concerns related to workload, communication, support, recognition, and professional growth. Strategy's Expected Result/Impact: Increased staff retention and teacher certification. Staff Responsible for Monitoring: Administration, Instructional Coach Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Organization 2	Formative			Summative
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Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Staff retention is insufficient to sustain instructional consistency and long-term campus improvement. Root Cause: Professional learning, coaching, onboarding, feedback, recognition, and differentiated teacher support have not been implemented through a sufficiently consistent and coherent campuswide system.
School Organization
Problem Statement 2: There are no clear expectation and organization surrounding coaching for teachers involving curriculum alignment, classroom management, and effective Tier 1 instruction, which is impacting student outcomes. Root Cause: High staff turnover has created a larger proportion of early-career teachers who require ongoing coaching, mentoring, and support. Time constraints sometimes limit the depth of collaboration and feedback provided by the leadership team.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, 100% of grade-level/content PLCs will demonstrate implementation of the campus PLC process, including standards analysis, student evidence, instructional response, intervention/enrichment decisions, and follow-up on previous actions.

Evaluation Data Sources: Walkthroughs, Staff Panorama, Retention Data

Strategy 1 Details	Reviews			
Strategy 1: Use a common PLC protocol and agenda. Strategy's Expected Result/Impact: Increased teacher internalization and effectiveness. Staff Responsible for Monitoring: Administration, Instructional Coach, Teachers Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Organization 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Administrators and the instructional coach will monitor PLC implementation and provide feedback/support. Strategy's Expected Result/Impact: Increased teacher internalization and effectiveness. Staff Responsible for Monitoring: Administration, Instructional Coach, Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing - Targeted Support Strategy Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Organization 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Staff retention is insufficient to sustain instructional consistency and long-term campus improvement. Root Cause: Professional learning, coaching, onboarding, feedback, recognition, and differentiated teacher support have not been implemented through a sufficiently consistent and coherent campuswide system.
School Organization
Problem Statement 2: There are no clear expectation and organization surrounding coaching for teachers involving curriculum alignment, classroom management, and effective Tier 1 instruction, which is impacting student outcomes. Root Cause: High staff turnover has created a larger proportion of early-career teachers who require ongoing coaching, mentoring, and support. Time constraints sometimes limit the depth of collaboration and feedback provided by the leadership team.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, 100% of instructional staff will participate in job-embedded professional learning aligned to campus achievement priorities, and at least 90% will demonstrate implementation of identified practices through walkthrough, coaching, PLC, or student-work evidence.

Evaluation Data Sources: Walkthroughs, TTESS, Staff Panorama Data, Observations, PLC

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted professional learning in rigorous Tier 1 instruction, data-driven instruction, differentiation, special education, language supports, literacy, mathematics, and classroom management Strategy's Expected Result/Impact: Increased teacher effectiveness and school connectedness. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Organization 2 Funding Sources: Professional Development - Title One School- Improvement - \$14,000, Team Leads - Title One School- Improvement - \$9,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Require implementation follow-up through PLCs, coaching, walkthrough feedback, student-work analysis, and administrator monitoring. Strategy's Expected Result/Impact: Increased teacher effectiveness and school connectedness. Staff Responsible for Monitoring: Administrators Title I: 2.51, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 1: Too few students in Grades 3-5 demonstrate mastery of grade-level standards at the Meets and Masters levels, with significant achievement gaps for special education, at-risk, and economically disadvantaged students. **Root Cause:** The campus has not yet achieved consistent implementation of standards-aligned Tier 1 instruction, data-driven planning, targeted small-group instruction, intervention, progress monitoring, and instructional coaching across every classroom.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Staff retention is insufficient to sustain instructional consistency and long-term campus improvement. **Root Cause:** Professional learning, coaching, onboarding, feedback, recognition, and differentiated teacher support have not been implemented through a sufficiently consistent and coherent campuswide system.

Curriculum, Instruction, and Assessment

Problem Statement 1: Implementation of standards-aligned curriculum, rigorous Tier 1 instruction, formative assessment, and data-responsive instruction varies among classrooms and grade levels. **Root Cause:** PLC, coaching, observation, and data-analysis systems have not consistently translated assessment evidence into immediate changes in daily classroom instruction.

School Organization

Problem Statement 2: There are no clear expectation and organization surrounding coaching for teachers involving curriculum alignment, classroom management, and effective Tier 1 instruction, which is impacting student outcomes. **Root Cause:** High staff turnover has created a larger proportion of early-career teachers who require ongoing coaching, mentoring, and support. Time constraints sometimes limit the depth of collaboration and feedback provided by the leadership team.

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, Lee Buice Elementary will increase participation in academic family-engagement opportunities by at least 20% over the 2025-2026 baseline.

Evaluation Data Sources: Panorama Survey, PTA Membership Information

Strategy 1 Details	Reviews			
Strategy 1: Provide varied scheduling and multiple communication methods to increase accessibility and participation. Strategy's Expected Result/Impact: Increase participation in academic family-engagement opportunities by at least 20% over the 2025-2026 baseline. Staff Responsible for Monitoring: Aministrator, Counselor, Teachers, Staff TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Family and Community Engagement
Problem Statement 1: Parent and family participation in academic-focused events (e.g., Academic Nights, Family Nights) is inconsistent, with higher attendance at celebratory events such as Awards Assemblies compared to instructional events. Root Cause: Families often face work schedules, childcare, and transportation barriers, making it difficult to attend academic events. In addition, limited outreach strategies to connect families to the direct impact of academic nights on student achievement reduces parent motivation to prioritize attendance.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, at least 90% of classrooms will demonstrate purposeful use of district-approved technology aligned to instructional objectives, differentiation, feedback, creation, collaboration, intervention, or enrichment as evidenced through walkthroughs and instructional artifacts.

Evaluation Data Sources: Panorama Survery, STAR, i-Ready, Walkthroughs, TTESS

Strategy 1 Details	Reviews			
Strategy 1: Include technology effectiveness in lesson planning, PLC discussion, walkthrough feedback, and coaching when appropriate. Strategy's Expected Result/Impact: 90% of classrooms will demonstrate purposeful use of district-approved technology Staff Responsible for Monitoring: Administrators, Instructional Coach, Counselor, Teachers, Staff Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Too few students in Grades 3-5 demonstrate mastery of grade-level standards at the Meets and Masters levels, with significant achievement gaps for special education, at-risk, and economically disadvantaged students. Root Cause: The campus has not yet achieved consistent implementation of standards-aligned Tier 1 instruction, data-driven planning, targeted small-group instruction, intervention, progress monitoring, and instructional coaching across every classroom.
Curriculum, Instruction, and Assessment
Problem Statement 1: Implementation of standards-aligned curriculum, rigorous Tier 1 instruction, formative assessment, and data-responsive instruction varies among classrooms and grade levels. Root Cause: PLC, coaching, observation, and data-analysis systems have not consistently translated assessment evidence into immediate changes in daily classroom instruction.

School Organization

Problem Statement 2: There are no clear expectation and organization surrounding coaching for teachers involving curriculum alignment, classroom management, and effective Tier 1 instruction, which is impacting student outcomes. **Root Cause:** High staff turnover has created a larger proportion of early-career teachers who require ongoing coaching, mentoring, and support. Time constraints sometimes limit the depth of collaboration and feedback provided by the leadership team.