

Ector County Independent School District

Reagan Academic Magnet

2026-2027 Board Goals/Performance Objectives/Strategies



Mission Statement

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.

Reagan's Mission Statement

The Elementary Magnet School at Reagan is committed to the belief that each student will develop to his potential within a positive learning community. Our students will demonstrate exemplary personal character, social responsibility, and intellectual, emotional, and physical excellence.

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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: The percentage of students meeting Mastery on Math will increase from 50% to 51% by May 2027.

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 and STAAR test

Strategy 1 Details	Reviews			
Strategy 1: Students will complete Math Fluency tests weekly with 80% accuracy to improve skills. Students will be monitored every nine weeks. Strategy's Expected Result/Impact: Students will learn math facts. Staff Responsible for Monitoring: Teachers, Administration Problem Statements: Demographics 3 - Student Achievement 4 - Curriculum, Instruction, and Assessment 2	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Grade levels will have grade level competition on Math facts every 9 weeks. Strategy's Expected Result/Impact: Students will increase mastery of Math facts. Staff Responsible for Monitoring: Teachers, Administration Problem Statements: Demographics 3 - Student Achievement 4 - Curriculum, Instruction, and Assessment 2	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Students will track their own data from Checkpoints, iReady, Interim tests, and STAAR. Strategy's Expected Result/Impact: Students will take ownership in their learning by tracking their scores and setting goals to grow. Staff Responsible for Monitoring: Teachers and administration TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Achievement 3	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. Root Cause: Twenty four students either plateaued or dropped. Problem Statement 3: Students are having difficulty with word problems in math that require multiple steps. Root Cause: The reason students have difficulty with multiple step problems is because they do not know their facts.
Student Achievement
Problem Statement 3: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. Root Cause: Twenty four students either plateaued or dropped. Problem Statement 4: Students are having difficulty with word problems in math that require multiple steps. Root Cause: The reason students have difficulty with multiple step problems is because they do not know their facts.
Curriculum, Instruction, and Assessment
Problem Statement 2: Students are having difficulty with word problems in math that require multiple steps. Root Cause: The reason students have difficulty with multiple step problems is because they do not know their facts.

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: The percentage of students meeting Mastery on Reading will increase from 67% to 68% by May 2027.

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%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: STAAR interim and STAAR testing.

Strategy 1 Details	Reviews			
Strategy 1: Students will use A.R. to measure participation, comprehension and growth improve reading comprehension skills. Strategy's Expected Result/Impact: Overall STAAR scores will increase from 95% meeting to 96% by May 2027. Staff Responsible for Monitoring: Librarian, teachers and administrations TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 2 - Student Achievement 3	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Poem in my Pocket Strategy's Expected Result/Impact: Students will share a love for poetry by creating or sharing a favorite poem. Staff Responsible for Monitoring: Librarian, teachers and administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Achievement 3	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. Root Cause: Twenty four students either plateaued or dropped.
Student Achievement
Problem Statement 3: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. Root Cause: Twenty four students either plateaued or dropped.

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: Improve Science mastery from 45% to 48% by May 2027.

Indicators of Success:

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

Evaluation Data Sources: Venier, teacher created tests, TEKS Resource testing and Checkpoints.

Strategy 1 Details	Reviews			
Strategy 1: Use Venier to build skills and review skills learned. Students are required to complete lessons weekly which spirals learning throughout the year. Instruction will connected weekly to TEKS mastery and establish checkpoint/interim growth targets. Strategy's Expected Result/Impact: Improve mastery on STAAR from 45% to 46%. Staff Responsible for Monitoring: Science teachers and administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 4	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Use hands on labs once per week in all grade levels. Strategy's Expected Result/Impact: Build basic skills in Science. Students will be able to use the knowledge of hands on learning when they are being tested on checkpoints, interim or STAAR. Staff Responsible for Monitoring: Teachers and administration TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - 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: Demographics 4	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 4: Students have difficulty seeing out Science connects to learning from the textbook. **Root Cause:** Teachers need to perform more hands on labs to allow students to make the connections.

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: Third grade reading will increase the percent meets in Reading from 99% to 100% by May 2027

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, STAAR test, iReady

Strategy 1 Details		Reviews			
Strategy 1: Kinder through 2nd will use iReady data to target instruction to help students with mastery of Reading and show growth. Strategy's Expected Result/Impact: Improve growth in Reading Staff Responsible for Monitoring: Teacher, Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 2 - Student Achievement 3		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Teachers will use Blended Learning time to work with students in small groups weekly. Strategy's Expected Result/Impact: Targeted instruction will result in reading comprehension levels. Staff Responsible for Monitoring: Teachers, librarian and administration TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - 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: Demographics 2, 3 - Student Achievement 3, 4 - Curriculum, Instruction, and Assessment 2		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. Root Cause: Twenty four students either plateaued or dropped.
Problem Statement 3: Students are having difficulty with word problems in math that require multiple steps. Root Cause: The reason students have difficulty with multiple step problems is because they do not know their facts.
Student Achievement
Problem Statement 3: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. Root Cause: Twenty four students either plateaued or dropped.
Problem Statement 4: Students are having difficulty with word problems in math that require multiple steps. Root Cause: The reason students have difficulty with multiple step problems is because they do not know their facts.
Curriculum, Instruction, and Assessment
Problem Statement 2: Students are having difficulty with word problems in math that require multiple steps. Root Cause: The reason students have difficulty with multiple step problems is because they do not know their facts.

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: 80% of students will meet their AR to improve reading comprehension in grades 1st-5th and improve mastery.

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%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: Teachers, iReady, STAAR interim, CheckPoints and STAAR

Strategy 1 Details	Reviews			
Strategy 1: Kindergarten will start the foundation of reading to comprehend and test during second semester. Strategy's Expected Result/Impact: iReady score will show growth from BOY to MOY Staff Responsible for Monitoring: Teachers and Administration TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - 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: Demographics 2 - Student Achievement 3	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Celebration of students that meet their personal goal. Strategy's Expected Result/Impact: Improve students love for reading and comprehension. Staff Responsible for Monitoring: Teachers, administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Achievement 3	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. Root Cause: Twenty four students either plateaued or dropped.
Student Achievement
Problem Statement 3: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. Root Cause: Twenty four students either plateaued or dropped.

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: Reagan will use school wide WICOR strategies 100% of the year to improve mastery level in all tested areas by May 2027.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, 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: Walkthroughs, Checkpoints, iReady and STAAR

Strategy 1 Details	Reviews			
Strategy 1: 100% of classrooms will have and use a form of WICOR. Classrooms will use components of WICOR to improve writing skills and this will be measured through walkthroughs and papers submitted to Depth and Complexity Boards. Strategy's Expected Result/Impact: Use of WICOR to improve writing and reading skills. Writing is enforced from Pre-K-5th to help improve reading and writing skills. Staff Responsible for Monitoring: Admin & teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Achievement 3	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Editing marks used in 2nd-5th grade. Strategy's Expected Result/Impact: Students will improve revising and editing skills on STAAR testing by having a uniformed method of revising and editing sentences. Staff Responsible for Monitoring: Teachers and administration TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Achievement 3		Formative			Summative
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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. Root Cause: Twenty four students either plateaued or dropped.
Student Achievement
Problem Statement 3: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. Root Cause: Twenty four students either plateaued or dropped.

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: School wide attendance will improve from 96.1% to 96.3%

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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: Weekly traveling Attendance trophy to top class per grade level

Strategy 1 Details	Reviews			
Strategy 1: Monthly attendance pass for lunch for no absences. Strategy's Expected Result/Impact: Improve attendance Staff Responsible for Monitoring: Office staff, teachers and administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Student documented attendance calendar with tardies. Attendance and tardies are monitored monthly and Growth Plans are written with parent cooperation. Strategy's Expected Result/Impact: Improve overall attendance Staff Responsible for Monitoring: teachers, office staff and administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Growth plans are written for students that don't maintain 90% attendance. Strategy's Expected Result/Impact: By meeting with parents and creating a growth plan students will have better attendance. Staff Responsible for Monitoring: Administration and teachers. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: Improve connectiveness on Panorama from 83% to 84% by May 2027.

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, observation

Strategy 1 Details	Reviews			
Strategy 1: Daily use of iLead to increase Panorama growth when used with fidelity. Strategy's Expected Result/Impact: Students will feel more connected and be able to talk through problems. Staff Responsible for Monitoring: Teachers, Counselor and Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Pre-K will use Conscious Discipline. Strategy's Expected Result/Impact: Students will learn how to handle their emotions self regulate. Staff Responsible for Monitoring: teachers and administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 1: Students in 1st -5th will set goals and met A.R. 80% of the time by May 2027.

Evaluation Data Sources: A.R. tests and goal setting data

Strategy 1 Details	Reviews			
	Formative			Summative
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Strategy 1: Students will set goals based on their independent levels. Strategy's Expected Result/Impact: By students tacking ownership and setting goals reading comprehension will come up. Staff Responsible for Monitoring: Teachers, students and Librarian TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 2 - Student Achievement 3				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. Root Cause: Twenty four students either plateaued or dropped.
Student Achievement
Problem Statement 3: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. Root Cause: Twenty four students either plateaued or dropped.

Board Goal 4: Classroom Excellence

Performance Objective 2: Blended Learning will be used by 100% of teachers. Walk through will be used to determine that teachers are using Blended Learning within their classrooms and growth will be seen in Checkpoints, iReady and STAAR.

Evaluation Data Sources: Lesson plans, walkthroughs and T-TESS observations

Strategy 1 Details	Reviews			
Strategy 1: Teachers will work with students in small group weekly. Teacher will look at high needs areas from all tests to determine the small group needs. Strategy's Expected Result/Impact: Mastery levels in all areas will improve. Staff Responsible for Monitoring: Teachers and administration TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - 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: Demographics 2, 3 - Student Achievement 3, 4 - Curriculum, Instruction, and Assessment 2	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teacher will create personalized learning for students. Personalized learning is based on data seen on checkpoints, iReady and Interims. Strategy's Expected Result/Impact: Teachers will create centers that meet students needs. Staff Responsible for Monitoring: Teachers and administration. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - 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 - Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 2, 3, 4 - Student Achievement 3, 4 - Curriculum, Instruction, and Assessment 2	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Teachers will meet vertically once a month to plan and implement lessons that align vertically. Strategy's Expected Result/Impact: Lessons will be aligned vertically and teachers will be able to discuss strengths and weaknesses within grade levels. Staff Responsible for Monitoring: Teachers and administration.	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. Root Cause: Twenty four students either plateaued or dropped. Problem Statement 3: Students are having difficulty with word problems in math that require multiple steps. Root Cause: The reason students have difficulty with multiple step problems is because they do not know their facts. Problem Statement 4: Students have difficulty seeing out Science connects to learning from the textbook. Root Cause: Teachers need to preform more hands on labs to allow students to make the connections.
Student Achievement
Problem Statement 3: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. Root Cause: Twenty four students either plateaued or dropped. Problem Statement 4: Students are having difficulty with word problems in math that require multiple steps. Root Cause: The reason students have difficulty with multiple step problems is because they do not know their facts.
Curriculum, Instruction, and Assessment
Problem Statement 2: Students are having difficulty with word problems in math that require multiple steps. Root Cause: The reason students have difficulty with multiple step problems is because they do not know their facts.

Board Goal 5: Culture of Excellence

Performance Objective 1: Students will include Scholar Behavior and manners within and outside their classrooms. Scholarly behavior includes: thirsts for knowledge, asks good questions, brings tools, sees things from different perspectives, saves important information, ponders big ideas, exercises the intellect, assesses multiple resources and sets goals.

Evaluation Data Sources: Classroom conduct and environment throughout the school. Use data trackers in classroom, at lunch and dismissal.

Strategy 1 Details	Reviews			
Strategy 1: Scholarly behaviors will be reinforced in the classrooms, special areas, and during lunch. A behavior trackers is used to track and monitor student behavior to increase scholarly behaviors. Strategy's Expected Result/Impact: Students will get along with each other and allow for more focused learning. Staff Responsible for Monitoring: Teachers, Special Areas, Administration and Coaches ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Schoolwide expectations will be posted and enforced in high traffic areas and classrooms. Data trackers are used during lunch and dismissal that is shared with all staff. Strategy's Expected Result/Impact: Students will create a positive environment. Staff Responsible for Monitoring: All staff and administration. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Teachers will rotate creating Depth and Complexity Boards to display scholarly work in the hallway. Strategy's Expected Result/Impact: School wide knowledge of depth and complexity icons. Staff Responsible for Monitoring: Teachers, counselor and administration. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Monthly behavior incentives that are determined by tracking behavior and rewarding students without conduct marks. Strategy's Expected Result/Impact: Students will be rewarded monthly with rewards if they do not have a conduct mark all month examples include: hat day, bring your favorite breakfast and sit with a friend at lunch. Staff Responsible for Monitoring: teachers, administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Non-instructional staff and para's will have a PLC monthly. Strategy's Expected Result/Impact: Non-instructional staff and para's will be more connected and raise questions and concerns when needed. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May

Strategy 6 Details	Reviews			
Strategy 6: Shoutouts for staff and students daily during Morning Announcements. Strategy's Expected Result/Impact: By being recognized other staff or students will want to do more to also be recognized. Staff Responsible for Monitoring: All staff and administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				