

Ector County Independent School District

Sam Houston Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



Mission Statement

SH Mission Statement

At Sam Houston, we are committed to **empowering** every student with skills and principles necessary for **personal leadership** and **excellence**. Through fostering a culture of **collaboration**, **responsibility** and **goal-setting**, we aim to develop confident, compassionate leaders who positively impact their community. Our mission is to **nurture** a learning environment where students **embrace** their unique talents, become **proactive problem solvers**, and **contribute** to a world of endless possibilities.

Vision

At Sam Houston Elementary, we envision a community where every student discovers their strengths, leads with confidence and compassion, and achieves excellence—prepared to build a brighter future for themselves and others.

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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 performing at the Meets Grade Level standard or above on grades 3-5 Math STAAR will increase from 43% to 48%.

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: IReady Reports

Checkpoints

ST math for HB3 1416 students

STAAR Interim data

2027 STAAR

Strategy 1 Details	Reviews			
Strategy 1: Sam Houston teachers will participate in weekly data-driven PLCs to internalize standards-aligned math lessons, analyze assessment data and student work, identify misconceptions, and plan timely reteach, flexible small-group instruction, intervention, and enrichment. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Math Staff Responsible for Monitoring: Principal Assistant Principal Multi-Classroom Leaders (MCLs) Master Team Reach Teachers (MTRTs) Instructional specialist Title I: 2.51, 2.52, 2.53 - 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, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: Opportunity Culture positions - Title One School-wide - \$75,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: K-5 teachers will provide targeted mathematics intervention during the designated MTSS/intervention block for Hispanic and White subpopulations based on i-Ready, Checkpoint, Interim, and formative assessment data. Students will receive differentiated small-group instruction and district-approved research-based interventions aligned to the ECISD Math Framework. Strategy's Expected Result/Impact: Students identified as At-Risk and below grade level will demonstrate accelerated growth and increased mastery of prerequisite and grade-level TEKS, reducing achievement gaps. Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Instructional Specialist Special Education Teacher Classroom Teachers 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: Curriculum, Instruction, and Assessment 1 Funding Sources: After School extra duty pay for staff - Title One School-wide - \$7,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Sam Houston teachers will implement high-impact math practices, including checks for understanding, methods of participation, academic discourse, visual models, manipulatives, problem-solving routines, AVID WICOR strategies, and blended-learning opportunities to provide differentiated instruction for all students. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Math Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Instructional Specialist Special Education Teacher Classroom Teachers Title I: 2.51, 2.52, 2.53 - 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 Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 4 Details		Reviews			
Strategy 4: Students will track their performance and growth on checkpoints, Iready assessments, and interim assessments throughout the year. They will set individual goals for middle and end of year assessments. This will be in their student Leadership Portfolios data tabs. Strategy's Expected Result/Impact: Increased student ownership of learning and improved math achievement through consistent progress monitoring, goal setting, awareness of strengths and weaknesses, and timely instructional adjustments based on student data. Staff Responsible for Monitoring: Administrators Teachers Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: Student School Climate decreased to 53%, Sense of Belonging decreased to 56%, and the overall Connectedness Indicator was 63%, below district results. **Root Cause:** Leader in Me, the House System, student voice, leadership roles, and relationship-building structures are in place but are not implemented with the same depth and consistency across grade levels and classrooms.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student performance and growth vary substantially by content, grade, student group, and classroom despite established instructional resources and support structures. **Root Cause:** Planning, checks for understanding, responsive reteach, small-group instruction, language supports, and progress monitoring are not implemented with consistent fidelity and follow-through.

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 performing at the Meets Grade Level standard or above on grades 3-5 Reading STAAR will increase from 44% to 48%.

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%, 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: IReady Reports

Checkpoints

STAAR Interim data

Read 180 HB3 1416 students

2027 STAAR

Strategy 1 Details	Reviews			
Strategy 1: Sam Houston teachers will participate in weekly data-driven PLCs to internalize standards-aligned reading lessons, analyze assessment data and student work, identify misconceptions, and plan timely reteach, flexible small-group instruction, intervention, and enrichment. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Reading. Staff Responsible for Monitoring: Principal Assistant Principal Multi-Classroom Leaders (MCLs) Master Team Reach Teachers (MTRTs) Instructional Specialist 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Sam Houston teachers will provide targeted small-group reading instruction and consistently implement academic vocabulary, structured student discourse, written response, annotation, note-taking, language supports, and AVID WICOR strategies to improve comprehension and grade-level reading performance. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Reading. Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Instructional Specialist Special Education Teacher Classroom Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: Title One aide - Title One School-wide - \$33,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: K-5 teachers will provide targeted reading intervention during the designated MTSS/intervention block for Hispanic and White subpopulations based on i-Ready, Checkpoint, Interim, and formative assessment data. Students will receive differentiated small-group instruction and district-approved research-based interventions aligned to the ECISD reading Framework. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Reading. Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Instructional Specialist Special Education Teacher Classroom Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details		Reviews			
Strategy 4: Students will track their performance and growth on checkpoints, Iready assessments, and interim assessments throughout the year. They will set individual goals for middle and end of year assessments. This will be in their student Leadership Portfolios data tabs. Strategy's Expected Result/Impact: Increased student ownership of learning and improved reading achievement through consistent progress monitoring, goal setting, awareness of strengths and weaknesses, and timely instructional adjustments based on student data. Staff Responsible for Monitoring: Administrators Teachers 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 Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: Binders for portfolios for new students - Local - \$400		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: RLA growth declined to 62%, and early literacy growth was inconsistent, with only 33% of first graders and 40% of second graders meeting i-Ready Typical Growth. Root Cause: Foundational-skill diagnostics, responsive small groups, checks for understanding, and timely reteach are not implemented consistently enough to respond to individual reading needs.
Problem Statement 3: Students receiving special education services achieved 44% Approaches, 16% Meets, and 3% Masters across tested areas. Root Cause: Specially designed instruction, grade-level scaffolds, progress monitoring, and collaboration between general and special educators vary in frequency and quality.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance and growth vary substantially by content, grade, student group, and classroom despite established instructional resources and support structures. Root Cause: Planning, checks for understanding, responsive reteach, small-group instruction, language supports, and progress monitoring are not implemented with consistent fidelity and follow-through.

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, the percentage of fifth-grade students performing at the Meets Grade Level standard or above on Science STAAR will increase from 10% to 20%.

Evaluation Data Sources: Checkpoint Data
TEKS Ready assessment data
PENDA reports

Strategy 1 Details	Reviews			
Strategy 1: Sam Houston teachers will participate in weekly data-driven PLCs to internalize standards-aligned science lessons, analyze assessment data and student work, identify misconceptions, and plan timely reteach, flexible small-group instruction, intervention, and enrichment. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Improved student performance on Checkpoints and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Science Increased teacher instructional capacity through coaching, collaborative planning, and continuous feedback. Staff Responsible for Monitoring: Principal Assistant Principal Multi-Classroom Leaders (MCLs) Master Team Reach Teachers (MTRTs) Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Teachers in grades 3-5 will use Lone Star Science structures, common assessments, and student-work analysis to spiral priority standards, address misconceptions, and provide intervention and enrichment. Strategy's Expected Result/Impact: Students will retain critical content and demonstrate improved performance on checkpoints and STAAR. Staff Responsible for Monitoring: Administrators Instructional Specialist MCLs MTRT 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 Problem Statements: Student Achievement 1 Funding Sources: Lonestar Science Structures - Title One School-wide - \$4,000		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: Students will track their performance and growth on science checkpoints, TEKS Ready assessments, and classroom formative assessments in their leadership portfolios and will set individual goals for improvement in priority science standards.. This will be in their student Leadership Portfolios data tabs. Strategy's Expected Result/Impact: Increased student ownership of learning and improved reading achievement through consistent progress monitoring, goal setting, awareness of strengths and weaknesses, and timely instructional adjustments based on student data. Staff Responsible for Monitoring: Administrators Teachers Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Achievement 1		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 1: Fifth-grade Science STAAR performance was 46% Approaches, 10% Meets, and 4% Masters, remaining well below state and district expectations. **Root Cause:** Science instruction, daily review, hands-on application, and standards-based progress monitoring have not been implemented with sufficient consistency and depth across grades 2-5.

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, the percentage of students in kindergarten through third grade meeting or exceeding their annual i-Ready Reading Typical Growth goal will increase from approximately 49% to 60%.

HB3 Board Goal

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%, 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 RLA Inform data
weekly usage reports
lessons passed reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Sam Houston kindergarten through third-grade teachers will use i-Ready diagnostic data, foundational literacy assessments, running records, and classroom evidence to provide explicit, systematic foundational literacy instruction and targeted small-group reading intervention based on individual student needs. Strategy's Expected Result/Impact: Students will demonstrate increased mastery of phonological awareness, phonics, decoding, fluency, vocabulary, and comprehension skills, resulting in at least 60% of K-3 students meeting or exceeding their annual i-Ready Typical Growth goal. Staff Responsible for Monitoring: Administrators Instructional Specialist K-3 teachers and MCL Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1				

Strategy 2 Details		Reviews			
Strategy 2: Sam Houston teachers will participate in weekly data-driven PLCs to internalize standards-aligned reading lessons, analyze assessment data and student work, identify misconceptions, and plan timely reteach, flexible small-group instruction, intervention, and enrichment. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Reading. Staff Responsible for Monitoring: Administrators MCL Instructional Specialist Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: RLA growth declined to 62%, and early literacy growth was inconsistent, with only 33% of first graders and 40% of second graders meeting i-Ready Typical Growth. Root Cause: Foundational-skill diagnostics, responsive small groups, checks for understanding, and timely reteach are not implemented consistently enough to respond to individual reading needs.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance and growth vary substantially by content, grade, student group, and classroom despite established instructional resources and support structures. Root Cause: Planning, checks for understanding, responsive reteach, small-group instruction, language supports, and progress monitoring are not implemented with consistent fidelity and follow-through.

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, the percentage of 3rd grade students performing at the Meets Grade Level standard or above on STAAR Reading will increase from 32% to 37%, supporting the district goal of increasing Meets performance across all tested content areas from 35% to 48% by May 2029.

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 RLA

RLA Checkpoint data

Strategy 1 Details	Reviews			
Strategy 1: Sam Houston third-grade teachers will participate in weekly data-driven PLCs to internalize standards-aligned reading lessons, develop Know/Show charts, analyze assessment results and student work, identify misconceptions, and plan timely reteach, intervention, and enrichment. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Reading. Staff Responsible for Monitoring: Administrators MCL, MTRT, TRT Classroom teachers Instructional Specialist Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Sam Houston third-grade teachers will consistently implement explicit comprehension instruction, academic vocabulary, structured student discourse, text annotation, written response, AVID WICOR strategies, and language supports to improve students' ability to read, discuss, and respond to grade-level texts. Strategy's Expected Result/Impact: Students will demonstrate stronger comprehension, academic language, written responses, and independence when engaging with complex grade-level texts, resulting in improved performance on checkpoints and STAAR Reading. Staff Responsible for Monitoring: Adminstrators MCL MTRT Teachers Instructional Specialist Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: RLA growth declined to 62%, and early literacy growth was inconsistent, with only 33% of first graders and 40% of second graders meeting i-Ready Typical Growth. Root Cause: Foundational-skill diagnostics, responsive small groups, checks for understanding, and timely reteach are not implemented consistently enough to respond to individual reading needs.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance and growth vary substantially by content, grade, student group, and classroom despite established instructional resources and support structures. Root Cause: Planning, checks for understanding, responsive reteach, small-group instruction, language supports, and progress monitoring are not implemented with consistent fidelity and follow-through.

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: 100% of 3rd-5th students will utilize Avid strategies to promote college readiness.

Indicators of Success:

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%

Evaluation Data Sources: AVID CCI

AVID Evidence- Site team checks for binders, planners, and note taking in journals.

Strategy 1 Details	Reviews			
Strategy 1: Sam Houston teachers in grades 3-5 will consistently implement campus-selected AVID WICOR strategies, including focused note-taking, organization tools, academic discourse, collaboration, inquiry, and written reflection across content areas. Strategy's Expected Result/Impact: Increased student independence and leadership Increased student performance connected to stronger instructional strategies Staff Responsible for Monitoring: Administrators AVID coordinator Counselor Teachers in 3-5 Title I: 2.51 - TEA Priorities: 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 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: The Sam Houston AVID Site Team will monitor implementation through classroom walkthroughs, student binders and planners, journals, student work, and AVID Coaching and Certification Instrument evidence and will provide teachers with feedback and follow-up support. Strategy's Expected Result/Impact: Increased student independence and leadership Increased student performance connected to stronger instructional strategies Staff Responsible for Monitoring: Administrators AVID coordinator Counselor Teachers in 3-5 Title I: 2.51 - 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 Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance and growth vary substantially by content, grade, student group, and classroom despite established instructional resources and support structures. Root Cause: Planning, checks for understanding, responsive reteach, small-group instruction, language supports, and progress monitoring are not implemented with consistent fidelity and follow-through.

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, Sam Houston's Student Connectedness Indicator will increase from 63% to 68% as measured by the Student Connectedness Survey.

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: Fall and Spring Panorama Data Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Sam Houston staff will consistently implement Leader in Me practices, including class mission statements, student leadership roles, goal-setting, leadership portfolios, student-led conferences, and direct instruction in the 7 Habits to strengthen student agency and connection to school. Strategy's Expected Result/Impact: Students will have increased opportunities to lead, set goals, monitor their progress, and contribute to their classrooms, resulting in an increase in the Student Connectedness Indicator from 63% to 68%. Staff Responsible for Monitoring: Administrators Lighthouse Team Teachers Title I: 2.52 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 Funding Sources: Leader In Me training/consulting & membership - Local - \$7,252				

Strategy 2 Details		Reviews			
Strategy 2: Sam Houston will strengthen implementation of the Ron Clark Academy House System by providing consistent house meetings, cross-grade activities, student celebrations, service opportunities, leadership roles, and community-building experiences throughout the school year. Strategy's Expected Result/Impact: Students will develop stronger relationships with peers and adults outside their assigned classrooms, increasing school pride, engagement, and connectedness. Staff Responsible for Monitoring: Administrators Teacher and staff Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Culture and Climate 1 Funding Sources: Ron Clark Academy professional development - Title One School-wide - \$7,000		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Student attendance is still below the state average. Root Cause: The campus needs a more consistent tiered process for identifying attendance patterns early, addressing individual barriers, and providing timely interventions for students approaching chronic absenteeism. Parents do not prioritize school attendance over other items and keep students home. There are external barriers for students such as transportation and homelessness or other family concerns.
School Culture and Climate
Problem Statement 1: Student School Climate decreased to 53%, Sense of Belonging decreased to 56%, and the overall Connectedness Indicator was 63%, below district results. Root Cause: Leader in Me, the House System, student voice, leadership roles, and relationship-building structures are in place but are not implemented with the same depth and consistency across grade levels and classrooms.

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: By May 2027, Sam Houston's student daily attendance rate will increase from 94.6% to at least 95%.

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

Evaluation Data Sources: Weekly Attendance dashboards
Monthly attendance reviews

Strategy 1 Details	Reviews			
Strategy 1: 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: Administrators Counselor Clerk Teachers Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: rewards/incentives - Local - \$1,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Sam Houston will implement a tiered attendance-monitoring system to identify attendance concerns early, communicate with families, determine barriers, and provide individualized interventions for students who demonstrate patterns of excessive absences or tardiness. Strategy's Expected Result/Impact: Earlier identification and intervention will reduce absenteeism and increase the campus daily attendance rate from 94.6% to at least 95%. Staff Responsible for Monitoring: Administrators Counselor Clerk Teachers Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Student attendance is still below the state average. Root Cause: The campus needs a more consistent tiered process for identifying attendance patterns early, addressing individual barriers, and providing timely interventions for students approaching chronic absenteeism. Parents do not prioritize school attendance over other items and keep students home. There are external barriers for students such as transportation and homelessness or other family concerns.

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 4: By May 2027, the percentage of students responding favorably in the School Climate category will increase from 53% to 60% as measured by the Student Connectedness Survey.

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: Fall and spring Student Connectedness Survey

Strategy 1 Details	Reviews			
Strategy 1: Sam Houston teachers and staff will implement consistent relationship-building practices, classroom community routines, student voice opportunities, restorative conversations, and positive behavior supports to create safe and welcoming learning environments. Strategy's Expected Result/Impact: Students will report stronger relationships with adults and peers, improved classroom experiences, and more favorable perceptions of school climate. Staff Responsible for Monitoring: Administrators Counselors Leader in Me Lighthouse Team House leaders Classroom teachers Support staff Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Sam Houston will provide students with structured opportunities to contribute to campus decisions and activities through student leadership teams, classroom leadership roles, house leadership, student surveys, and service-learning projects. Strategy's Expected Result/Impact: Students will feel that their ideas and contributions are valued, increasing ownership, belonging, and favorable School Climate results from 53% to 60%. Staff Responsible for Monitoring: Administrators Counselors Leader in Me Lighthouse Team House leaders Classroom teachers Support staff Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:

School Culture and Climate
Problem Statement 1: Student School Climate decreased to 53%, Sense of Belonging decreased to 56%, and the overall Connectedness Indicator was 63%, below district results. Root Cause: Leader in Me, the House System, student voice, leadership roles, and relationship-building structures are in place but are not implemented with the same depth and consistency across grade levels and classrooms.

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 5: By May 2027, Sam Houston will maintain a 0% rate of exclusionary disciplinary actions while continuing to provide students with safe, supportive, and equitable access to instruction.

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: Discipline referral reports

In-school and out-of-school suspension reports

Alternative placement reports

Exclusionary-action reports

Behavior intervention records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Sam Houston staff will implement proactive classroom-management practices, clearly taught behavior expectations, positive behavior supports, restorative conversations, and Leader in Me habits to prevent behavior concerns and maintain students' access to instruction. Strategy's Expected Result/Impact: Students will receive consistent expectations and proactive support, allowing the campus to maintain zero exclusionary disciplinary actions. Staff Responsible for Monitoring: Administrators Counselors Teachers Special education staff Behavior-support staff Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1				

Strategy 2 Details		Reviews			
Strategy 2: Sam Houston will use a tiered behavior-support process to identify students needing additional assistance and provide individualized interventions, counseling, mentoring, family collaboration, and progress monitoring before behavior concerns escalate, following the MTSS process. Strategy's Expected Result/Impact: Students with recurring behavioral or social-emotional needs will receive timely support, reducing repeated referrals and preventing exclusionary consequences. Staff Responsible for Monitoring: Administrators Counselors Teachers Special education staff Behavior-support staff Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 5 Problem Statements:

School Culture and Climate
Problem Statement 1: Student School Climate decreased to 53%, Sense of Belonging decreased to 56%, and the overall Connectedness Indicator was 63%, below district results. Root Cause: Leader in Me, the House System, student voice, leadership roles, and relationship-building structures are in place but are not implemented with the same depth and consistency across grade levels and classrooms.

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, 100% of classroom teachers will complete campus or district blended-learning professional development, and at least 85% will demonstrate consistent implementation of blended-learning strategies during classroom walkthroughs.

Evaluation Data Sources: Professional-development attendance records
Classroom walkthroughs
Lesson plans

Strategy 1 Details	Reviews			
Strategy 1: Sam Houston teachers will attend professional learning, receive modeling, collaborative planning, and coaching on the effective use of station rotation, playlists, choice boards, small-group instruction, and digital learning resources to differentiate instruction. Strategy's Expected Result/Impact: Teachers will increase their ability to plan and implement differentiated learning experiences that respond to student readiness, interests, learning needs, and assessment data. Staff Responsible for Monitoring: Administrators Blended learning district specialist Title I: 2.51, 2.52 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 - Technology 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Sam Houston teachers will use i-Ready, district digital resources, and classroom assessment data to create purposeful blended-learning experiences that provide intervention, grade-level practice, enrichment, student choice, and opportunities for teacher-led small-group instruction. Strategy's Expected Result/Impact: At least 85% of classroom walkthroughs will demonstrate purposeful use of blended learning to increase differentiation, student ownership, and progress toward grade-level mastery. Staff Responsible for Monitoring: Administrators Instructional Specialist MCLs Blended learning district specialist Title I: 2.53 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 3: Students receiving special education services achieved 44% Approaches, 16% Meets, and 3% Masters across tested areas. Root Cause: Specially designed instruction, grade-level scaffolds, progress monitoring, and collaboration between general and special educators vary in frequency and quality.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance and growth vary substantially by content, grade, student group, and classroom despite established instructional resources and support structures. Root Cause: Planning, checks for understanding, responsive reteach, small-group instruction, language supports, and progress monitoring are not implemented with consistent fidelity and follow-through.
Technology
Problem Statement 1: Technology-supported differentiation and blended-learning practices are not implemented consistently across classrooms, particularly in the use of digital assessment data to plan responsive small-group instruction, intervention, and enrichment. Root Cause: Teachers have varying levels of training, modeling, planning support, and feedback on high-quality blended-learning design and the instructional use of digital data.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, at least 85% of classroom walkthroughs and T-TESS observations will demonstrate consistent implementation of campus-selected high-impact instructional practices, including checks for understanding, methods of participation, student discourse, questioning, writing, and responsive instructional adjustments.

Evaluation Data Sources: Classroom walkthrough data
T-TESS observations
Coaching and feedback records
Lesson plans
PLC artifacts

Strategy 1 Details	Reviews			
Strategy 1: Sam Houston teachers will be trained and consistently implement checks for understanding and methods of participation to gather evidence from all students, increase engagement, identify misconceptions, and make timely instructional adjustments. Strategy's Expected Result/Impact: Increased student engagement Effective levels of rigor during instruction Higher student outcomes Staff Responsible for Monitoring: Administrators Instructional Specialist MCLs MTRT Title I: 2.51, 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Sam Houston teachers will provide daily opportunities for students to engage in rigorous questioning, academic discourse, collaborative learning, written response, and AVID WICOR strategies across all content areas. Strategy's Expected Result/Impact: Increased student engagement Effective levels of rigor during instruction Higher student outcomes Staff Responsible for Monitoring: Administrators Instructional Specialist MCLs MTRT Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	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 decreased from 78.1% to 71.9%, while 38% of teacher FTEs are beginning teachers or have one to five years of experience. Root Cause: Newer teachers require more consistent modeling, coaching, feedback, and manageable alignment among campus and district initiatives to build efficacy and remain on campus.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance and growth vary substantially by content, grade, student group, and classroom despite established instructional resources and support structures. Root Cause: Planning, checks for understanding, responsive reteach, small-group instruction, language supports, and progress monitoring are not implemented with consistent fidelity and follow-through.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, 100% of general education, bilingual, and special education teachers will participate in professional learning and collaborative planning focused on language supports, specially designed instruction, grade-level scaffolds, accommodations, and progress monitoring, with at least 85% demonstrating consistent implementation during walkthroughs and student-work reviews.

Evaluation Data Sources: Professional-development attendance
PLC and collaborative-planning records
Classroom walkthroughs
IEP progress reports
Language-proficiency data
i-Ready, MAP, checkpoint, and STAAR data
Accommodation and intervention documentation

Strategy 1 Details	Reviews			
Strategy 1: Sam Houston teachers of Emergent Bilingual students will be trained in best practices for language supports and specially designed instruction to better meet the needs of these students. Strategy's Expected Result/Impact: Increased teacher efficiency with EB instruction Increased student performance on TELPAS Staff Responsible for Monitoring: Administrators EB teachers Title I: 2.51 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Sam Houston general education, bilingual, special education, dyslexia, and intervention staff will collaborate during PLCs and student-support meetings to plan grade-level instruction, language supports, specially designed instruction, accommodations, and targeted interventions based on individual student needs. Strategy's Expected Result/Impact: Emergent bilingual students and students receiving special education services will have more consistent access to rigorous grade-level instruction and appropriate instructional support. Staff Responsible for Monitoring: Administrators EB teachers Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance and growth vary substantially by content, grade, student group, and classroom despite established instructional resources and support structures. Root Cause: Planning, checks for understanding, responsive reteach, small-group instruction, language supports, and progress monitoring are not implemented with consistent fidelity and follow-through.

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, 90% of Sam Houston staff will participate in required Leader in Me professional learning, selected staff will participate in Ron Clark Academy training, and at least 85% of campus walkthroughs and implementation reviews will demonstrate consistent use of campus leadership and culture practices.

Evaluation Data Sources: Professional-development attendance records
House System implementation evidence
Classroom and campus walkthroughs
Leadership portfolios and student artifacts
Student and staff climate surveys
Student Connectedness Survey

Strategy 1 Details		Reviews			
Strategy 1: Sam Houston staff will participate in ongoing Leader in Me professional learning focused on the 7 Habits, student leadership roles, class mission statements, goal-setting, leadership portfolios, and student-led conferences. Strategy's Expected Result/Impact: Staff members will consistently incorporate leadership principles and student-agency practices into classroom and campus routines, strengthening student and staff ownership of the campus mission. Staff Responsible for Monitoring: Administrators Lighthouse Team Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Sam Houston will send selected staff members to Ron Clark Academy training and will establish a structured campus turnaround process through which participants model, share, and support implementation of high-engagement practices, the House System, student celebrations, and relationship-building routines. Strategy's Expected Result/Impact: RCA-trained staff members will build campus capacity by sharing practical strategies that strengthen engagement, relationships, school pride, and a positive culture across the campus. Staff Responsible for Monitoring: Administrators House site team Title I: 2.52 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Student School Climate decreased to 53%, Sense of Belonging decreased to 56%, and the overall Connectedness Indicator was 63%, below district results. Root Cause: Leader in Me, the House System, student voice, leadership roles, and relationship-building structures are in place but are not implemented with the same depth and consistency across grade levels and classrooms.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Staff retention decreased from 78.1% to 71.9%, while 38% of teacher FTEs are beginning teachers or have one to five years of experience. Root Cause: Newer teachers require more consistent modeling, coaching, feedback, and manageable alignment among campus and district initiatives to build efficacy and remain on campus.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, family participation in campus academic and student-led learning events will increase by at least 10% from the fall 2026 baseline, and 100% of designated family-learning events will provide accessible communication and resources for English- and Spanish-speaking families.

Evaluation Data Sources: Event sign-in sheets
Family participation records
Parent surveys

Strategy 1 Details	Reviews			
Strategy 1: Sam Houston will provide accessible academic family-engagement opportunities, including student-led conferences, literacy and math events offered with English and Spanish communication and resources. Strategy's Expected Result/Impact: Families will develop a stronger understanding of grade-level expectations, student progress, and practical ways to support learning at home, resulting in increased participation in academic events. Staff Responsible for Monitoring: Administrators Teachers Title I: 2.51, 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Sam Houston will consistently inform parents of campus initiatives including Leader In Me, the House System and academic goals through varying communication methods in order for them to better support their students in the learning experience. Strategy's Expected Result/Impact: Parents will have more opportunities to understand campus initiatives and ways to support their student in the learning environment, increasing student achievement. Staff Responsible for Monitoring: Administrators House Committee Lighthouse Team Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Student attendance is still below the state average. Root Cause: The campus needs a more consistent tiered process for identifying attendance patterns early, addressing individual barriers, and providing timely interventions for students approaching chronic absenteeism. Parents do not prioritize school attendance over other items and keep students home. There are external barriers for students such as transportation and homelessness or other family concerns.
School Culture and Climate
Problem Statement 1: Student School Climate decreased to 53%, Sense of Belonging decreased to 56%, and the overall Connectedness Indicator was 63%, below district results. Root Cause: Leader in Me, the House System, student voice, leadership roles, and relationship-building structures are in place but are not implemented with the same depth and consistency across grade levels and classrooms.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance and growth vary substantially by content, grade, student group, and classroom despite established instructional resources and support structures. Root Cause: Planning, checks for understanding, responsive reteach, small-group instruction, language supports, and progress monitoring are not implemented with consistent fidelity and follow-through.

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2027, favorable staff responses in the Belonging category will increase from 83% to at least 88%, with increased staff participation in the School-Based Climate Survey.

Evaluation Data Sources: Fall and spring School-Based Climate Survey
MRA survey

Strategy 1 Details	Reviews			
Strategy 1: Sam Houston will strengthen staff belonging through collaborative decision-making, team-building opportunities, staff recognition, shared leadership roles, House System participation, and celebrations of professional and personal accomplishments. Strategy's Expected Result/Impact: Staff members will develop stronger relationships, ownership, and connection to the campus community, increasing favorable Belonging responses from 83% to at least 88%. Staff Responsible for Monitoring: Administrators Campus Improvement Team Leader in Me Lighthouse Team Title I: 2.52 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Sam Houston administrators will establish regular structures for staff voice and feedback through campus committees, listening sessions, team meetings, and follow-up communication regarding decisions and identified concerns. Strategy's Expected Result/Impact: Staff members will have meaningful opportunities to influence campus decisions and will receive communication regarding how their feedback informed campus actions. Staff Responsible for Monitoring: Administrators Title I: 2.52 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: Staff retention decreased from 78.1% to 71.9%, while 38% of teacher FTEs are beginning teachers or have one to five years of experience. **Root Cause:** Newer teachers require more consistent modeling, coaching, feedback, and manageable alignment among campus and district initiatives to build efficacy and remain on campus.