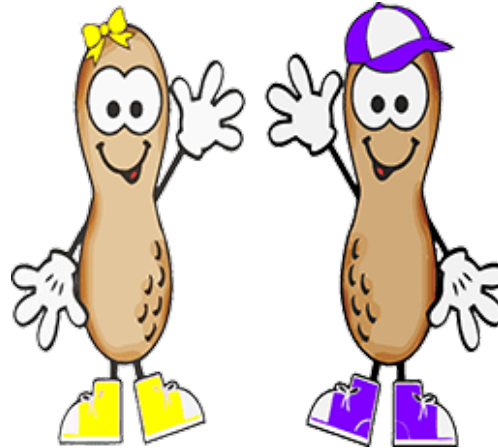


Ector County Independent School District

Carver Early Education Center

2025-2026 Board Goals/Performance Objectives/Strategies



Vision

Carver Early Education Center will be recognized as a leader in early childhood education, where every child's unique potential is celebrated and nurtured. We aspire to create a model learning community that embraces diversity, empowers families as partners, and equips students with the foundational skills, confidence, and curiosity to thrive in school and beyond.

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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: 92% of Pre-K 4 students will be able to produce 20 letter sounds by the end of the 2025-2026 school year using CLI data.

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, 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: Instructional Coach Support, CLI Wave 1 Data, Report Card Data, Istation, Estrellita, and Administrative and Instructional Coach walkthroughs.

Strategy 1 Details	Reviews			
Strategy 1: Planning and modeling during PLC's to teach letters and alphabet principles daily through Morning Message, Istation Data, Interactive Letter Walls, Small Groups, and Independent Learning Centers. Strategy's Expected Result/Impact: Classroom structures will provide learning and set expectations for all PreK4 students. Staff Responsible for Monitoring: Administrator, Instructional Coach and Teachers Title I: 2.51, 2.52, 2.53, 2.535 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement daily small-group phonemic awareness and phonics lessons using evidence-based resources (e.g., Frog Street Press, Estrellita for dual language learners.) Strategy's Expected Result/Impact: Classroom structures will provide learning and set expectations for all PreK4 students. Staff Responsible for Monitoring: Administrator, Instructional Coach and Teachers Title I: 2.51, 2.52, 2.53, 2.535 - 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 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Families will receive hands-on materials, such as letter-sound flashcards, take-home literacy bags, and modeled strategies during Academic Parent Teacher Team (APTT) meetings. Strategy's Expected Result/Impact: Parents will be empowered to practice letter sounds at home through fun, interactive activities. Staff Responsible for Monitoring: Administrator, Instructional Coach and Teachers Title I: 2.51, 2.52, 2.53, 2.535 - 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 5: Effective Instruction	Formative			Summative
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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: 92% of Pre-K 4 students will be able to rote count to 30 by the end of the 2025-2026 school year using CLI data.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, 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: Instructional Coach Support, CLI Wave 1 Data, Report Card Data, and Administrative and Instructional Coach walkthroughs.

Strategy 1 Details	Reviews			
Strategy 1: Planning and modeling during PLC's to teach number sense and mathematical principles daily through Morning Messages, Interactive Number Walls, Small Math Groups, and Independent Math Learning Centers. Strategy's Expected Result/Impact: Classroom structures will provide learning opportunities and set expectations for all PreK4 students. Staff Responsible for Monitoring: Administrator, Instructional Coach and 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, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Educational Software for Guiding Instruction will be used to help drive instructional focus for differentiation in literacy center and Small Groups by collecting data for each student. Strategy's Expected Result/Impact: Monthly testing will provide on-going PreK Data. Staff Responsible for Monitoring: Classroom teachers and administrator Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Achievement 1	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Classrooms will use manipulatives, songs, movement activities, and math games (e.g., counting cubes, number lines, number songs, and counting games during centers) to reinforce rote counting in an engaging, multisensory way. Strategy's Expected Result/Impact: Students will engage in multisensory learning experiences that increase participation, strengthen number recognition, and build fluency in rote counting. Staff Responsible for Monitoring: Classroom teachers and administrator Title I: 2.51, 2.52, 2.53, 2.535 - 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 5: Effective Instruction	Formative			Summative
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Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: Increase Phonological Awareness performance to 85% between the CLI BOY and EOY.

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, 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: BOY and EOY CLI scores, Report Card Data, Istation Data, Small Group Data, ESGI Data and Academic Parent Teacher Team Conferences

Strategy 1 Details		Reviews			
Strategy 1: Incorporating intentional singing and chanting through songs from the Frog Street Curriculum to support language development, memory recall, and foundational academic concepts in an engaging and developmentally appropriate manner. Strategy's Expected Result/Impact: Incorporate songs, chants, and nursery rhymes that emphasize different sounds and phonemic patterns. Staff Responsible for Monitoring: Teachers and Instructional Aides Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Weekly lesson plans showing strategies to intentionally differentiate letters and alphabet principles done daily through Morning Message, Interactive Letter Walls, Literacy Small Groups, and Independent Learning Centers. Strategy's Expected Result/Impact: Pre K 4 students will leave Carver with a strong emerging reader foundation. Staff Responsible for Monitoring: Administrators, Classroom Teachers, Instructional Aides Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
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Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: 85% of Pre-K 4 students will identify 26 upper case and lower case letters by the end of the 2024-2025 school year.

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, 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: BOY and EOY CLI scores, Report Card Data, Istation Data, Small Group Data, ESGI and Academic Parent Teacher Team Conferences

Strategy 1 Details		Reviews			
Strategy 1: Campus Administrators and Instructional Coach will conduct walkthroughs, observations/coaching sessions and provide actionable feedback. Strategy's Expected Result/Impact: Classroom Instruction will improve to meet the needs of students. Staff Responsible for Monitoring: Administrators and Instructional Coach 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Building a strong Academic Parent Teacher Team to provide strategies, activities, and an explanation of data to help the success of each student. Strategy's Expected Result/Impact: Parents and Classroom Teachers will work together to build a strong foundation for emerging readers by creating activities to support learning at home. Staff Responsible for Monitoring: Administrators, and 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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
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Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 3: The display of the vocabulary word with drawings, illustration, or photographs on the board during the current unit and then on the word wall after the unit.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: Students language and understanding of new vocabulary words will help an abstract object become a concrete thought.

Strategy 1 Details	Reviews			
Strategy 1: Purposefully integrate storybooks rich in target vocabulary to actively reinforce and deepen students' understanding during instruction. Strategy's Expected Result/Impact: A growth in vocabulary and conceptual knowledge. Staff Responsible for Monitoring: Administrators, Instructional Coach, Teacher and Instructional Aides. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Create text to self connections or real world experiences within discussions, read alouds, and center activities. Strategy's Expected Result/Impact: Enhancing comprehension and learning about content, language, and culture. Staff Responsible for Monitoring: Administrators, Instructional Coach, Teacher and Instructional Aides. 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 1: Teachers will use proactive strategies from Conscious Discipline to support students' sense of connectedness , belonging, and SEL 100% of the time.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, 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: Students will feel valued every day and will enjoy coming to school ultimately encouraging them to stay in school.

Strategy 1 Details	Reviews			
Strategy 1: Campus Training, Coaching, and Opportunities to build on Conscious Discipline Knowledge. Strategy's Expected Result/Impact: Staff, Parents, and Students will feel supported through Conscious Discipline Strategies. Staff Responsible for Monitoring: Administrators, Instructional Coach, Classroom Teachers, Instructional Aides Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Parent Conscious Discipline Training. Strategy's Expected Result/Impact: Parents will understand how to expand the Conscious Discipline Strategies at home. This will help connect school to home. Staff Responsible for Monitoring: Administrators, Instructional Coach, Classroom Teachers, Instructional Aides Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
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Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 2: Carver Early Education Center student attendance will increase from 90% to 92% by the end of the 2025-2026 school year.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, 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: CLI Data, Istation Data, Report Card Data and District Reports

Strategy 1 Details	Reviews			
Strategy 1: 9 Week Perfect Attendance Recognition. Strategy's Expected Result/Impact: Students will receive recognition, a token for our Book Vending Machine, a college T-shirt of their choosing, and parents will be entered to win a \$50 gas card. Staff Responsible for Monitoring: Campus Administrator will provide T-shirts and gas card. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: 100% communication between school and home, when students have been out more than 3 consecutive days. Strategy's Expected Result/Impact: Families will feel supported and know their child has been missed. Staff Responsible for Monitoring: Office Staff, Administrator, Classroom Teacher and School Counselor Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 3: Using Conscious Discipline strategies, teachers and instructional aides will design routine books, visual supports, and aligned curriculum to promote positive behavior and increase student success by establishing a structured and supportive Safe Place within our school.

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, 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: Staff and students will create routines.

Strategy 1 Details	Reviews			
Strategy 1: Collaboratively create picture-based routine books that outline daily transitions and expected behaviors. Strategy's Expected Result/Impact: Staff and students will create routines. Staff Responsible for Monitoring: Administrators, Teacher, Instructional Aides and Instructional Coach Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Embed short lessons on conflict resolution and model problem-solving during circle time and during guidance lessons with the Counselor. Strategy's Expected Result/Impact: Students will have guidance to help regulate their emotional needs. Staff Responsible for Monitoring: Administrators, Counselors, Instructional Coach, Teacher, and Instructional Aide Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.535 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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Board Goal 4: Classroom Excellence

Performance Objective 1: Carver Early Education Center student attendance will increase from 90% to 92% by the end of the 2025-2026 school year.

Evaluation Data Sources: CLI Data, Istation Data, Report Card Data and District Reports

Strategy 1 Details	Reviews			
Strategy 1: 9 Week Perfect Attendance Recognition. Strategy's Expected Result/Impact: Students will receive recognition, a token for our Book Vending Machine, a college T-shirt of their choosing, and parents will be entered to win a \$50 gas card. Staff Responsible for Monitoring: Campus Administrator will provide T-shirts and gas card. Title I: 2.51, 2.52, 2.53, 2.535 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Start each day with welcoming rituals (greetings, music, fun morning activities), offer engaging themed days or "Attendance Spirit Weeks," and implement classroom jobs that build student responsibility. Strategy's Expected Result/Impact: Engaging School Culture and Daily Routines Staff Responsible for Monitoring: Administrator, Office Staff, Counselor, Teachers, and Instructional Aides Title I: 2.51, 2.52, 2.53, 2.531, 2.535 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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Board Goal 4: Classroom Excellence

Performance Objective 2: Carver will foster a collaborative parent/school team by creating opportunities to bring parents into the school such as: Meet the Teacher, Parent Conferences, Academic Parent Teacher Team Meetings, and Transportation Parade.

Evaluation Data Sources: Sign in Sheets, Notes Home to remind Parents of future activities, Social Media reminders

Strategy 1 Details	Reviews			
Strategy 1: Carver will conduct Academic Parent Teacher Team meetings with families in both the Fall and Spring semesters. Strategy's Expected Result/Impact: Parents will feel supported and empowered to work with their children at home. Teacher will work with families based on students individual needs. Resources will be purchased and sent home for continued practice. Staff Responsible for Monitoring: Teachers and Administrators Title I: 2.51, 2.52, 2.53, 2.535 - TEA Priorities: 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Carver will foster a collaborative parent/school team by creating opportunities to bring parents into the school such as: Meet the Teacher, Parent Conferences, Academic Parent Teacher Team Meetings, and Transportation Parade. Strategy's Expected Result/Impact: Positive image of Carver Early Education Center and higher level of parent engagement. Staff Responsible for Monitoring: Teachers and Administrators Title I: 2.51, 2.52, 2.53, 2.535 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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Board Goal 4: Classroom Excellence

Performance Objective 3: 100% of Carver Early Education Staff will have opportunities to attend Conscious Discipline Training as well as other Professional Development focused on building Social Emotional capacity in our students.





Evaluation Data Sources: Eduphoria, Sign in Sheets, Emails, Observations

Strategy 1 Details	Reviews			
Strategy 1: Monthly PLC meetings focused on Conscious Discipline techniques (Safe Place setups, breathing strategies, routines, emotional regulation strategies). Strategy's Expected Result/Impact: Teachers, Administrators and staff will feel empowered to work with students experiencing big behaviors and trauma by working together to build our understanding. Staff Responsible for Monitoring: Administrator, Office Staff, Counselor, Teachers, and Instructional Aides Title I: 2.51, 2.52, 2.53, 2.531, 2.535 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Use walkthroughs to observe and reinforce implementation of Conscious Discipline strategies. Strategy's Expected Result/Impact: Counselor, Administrators or Instructional Coach can provide in-class modeling and feedback to offer additional support as needed. Staff Responsible for Monitoring: Counselor, Administrators or Instructional Coach Title I: 2.51, 2.52, 2.53, 2.531, 2.535 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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Board Goal 5: Culture of Excellence

Performance Objective 1: Carver Early Education Center student attendance will improve from 90% to 92% by the end of the 2025-2026 school year, supported by strong family-school connections.

Evaluation Data Sources: Campus Reports and Parent Communication





Strategy 1 Details	Reviews			
Strategy 1: Positive Attendance Incentive Program with weekly recognitions, monthly celebrations, and visual trackers in classrooms Strategy's Expected Result/Impact: Students will feel the importance of attendance. Staff Responsible for Monitoring: Office Staff, Counselor, Administrators, and Teachers Title I: 2.51, 2.52, 2.53, 2.531, 2.535 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Family Attendance Outreach plan with check-in calls, transportation resources, and parent workshops on building routines. Strategy's Expected Result/Impact: Students and their families will feel the importance of attendance and gain support from our staff. Staff Responsible for Monitoring: Office Staff, Counselor, Administrators, and Teachers Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.535 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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Board Goal 5: Culture of Excellence

Performance Objective 2: 75% of parents will report on the Title 1 Parent Survey that they feel welcomed and engaged as partners at Carver Early Education Center

Evaluation Data Sources: Title 1 Parent Survey

Strategy 1 Details	Reviews			
Strategy 1: Increase parent visibility and engagement by hosting family engagement events aligned to instructional goals (e.g., Wish You Well, math night, Conscious Discipline parent training). Strategy's Expected Result/Impact: Parent participation and engagement in the PreK year. Staff Responsible for Monitoring: All teachers and staff members Title I: 2.51 - TEA Priorities: Improve low-performing schools - 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: Strengthen communication channels through regular newsletters, SeeSaw updates, Social Media posts (FB), and bilingual communication to ensure all families receive timely and accessible information. Strategy's Expected Result/Impact: Parent participation and engagement in the PreK year. Staff Responsible for Monitoring: All teachers and staff members. Title I: 2.51 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Expand opportunities for parent voice by holding Academic Parent Teacher Team (APTT) meetings and feedback sessions where parents can share input on goals and progress. Strategy's Expected Result/Impact: Parents will know best practices for supporting their child at home. Staff Responsible for Monitoring: Instructional staff Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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