

# **Ector County Independent School District**

## **Sam Houston Elementary**

### **2025-2026 Board Goals/Performance Objectives/Strategies**



Table of Contents

Board Goals ..... 3

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. .... 3

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029. .... 11

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029. .... 16

Board Goal 4: Classroom Excellence ..... 19

Board Goal 5: Culture of Excellence ..... 23

# 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 2026, the % of scholars performing at the MEETs level on 3rd, 4th and 5th Math STAAR will increase from 35% to 45%.

**Indicators of Success:**





Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, 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:** MAP End of Year assessment

Iready Diagnostics

District Checkpoints

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), internalize lesson plans, implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. <b>Strategy's Expected Result/Impact:</b> Teachers increased instructional effectiveness and increased student achievement in Math. <b>Staff Responsible for Monitoring:</b> Teachers MCLs Administrators  <b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> K-5 classroom teachers will target at risk populations in small group and ensure the use of iReady at least 60 minutes per week; and the campus Math Instructional Specialist will support novice teachers with planning and assist with student intervention groups. 4-5 grade will utilized Read 180 and ST math for 1416 kids.  <b>Strategy's Expected Result/Impact:</b> Student growth as measured on MAP BOY to MAP EOY and STAAR growth for 4th and 5th grade.  <b>Staff Responsible for Monitoring:</b> Teachers Math Instructional Specialist MCL Administrators  <b>Title I:</b> 2.51, 2.53 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Initiate the implementation of blended learning in at least 50% of the campus classrooms and select a campus Blended Learning Site team that will support teachers in this new initiative.  <b>Strategy's Expected Result/Impact:</b> More individualized lessons for students. Increased student engagement and academic achievement. <b>Staff Responsible for Monitoring:</b> Blended learning site team Administrators Instructional Specialist District Blended learning support team  <b>Title I:</b> 2.51, 2.52, 2.53, 2.534 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> School Organization 1 - Technology 1		Formative			Summative
		Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Sam Houston's student achievement at Meets and Masters categories is still not comparable to the state's achievement levels in Math and Science. <b>Root Cause:</b> There is a lack of consistent implementation of programs, resources, and coaching of teachers.
School Organization
<b>Problem Statement 1:</b> Math in k-3 is a lower performing area. <b>Root Cause:</b> consistent systems and implementation of rigorous lessons in k-2 math
Technology
<b>Problem Statement 1:</b> student differentiated instruction is not as strong as needed to reach all needs of students, especially in the area of enrichment <b>Root Cause:</b> lack of professional development in individualized instruction.

**Board Goal 1:** The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

**Performance Objective 2:** By May 2026, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 40% to 45%.





**Indicators of Success:**

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, 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:** MAP End of Year assessment

Iready Diagnostics  
District Checkpoints

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), internalize lesson plans, implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.  <b>Strategy's Expected Result/Impact:</b> Teachers increased instructional effectiveness and increased student achievement in Reading.  <b>Staff Responsible for Monitoring:</b> Teachers MCLs Administrators  <b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> K-5 classroom teachers will target at risk populations in small group instruction and they will utilize I-Ready 2 times a week for 30 minutes; Blended Learning in the beginning stages; and adhere to the ECISD ELAR Framework. <b>Strategy's Expected Result/Impact:</b> IReady lessons passed at 70% or higher (2-3 lessons a week) Checkpoint monitoring meets percentage <b>Staff Responsible for Monitoring:</b> Teachers MCLs Administrators  <b>Title I:</b> 2.51, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Technology 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Initiate the implementation of blended learning in at least 50% of the campus classrooms and select a campus Blended Learning Site team that will support teachers in this new initiative. <b>Strategy's Expected Result/Impact:</b> More individualized lessons for students. Increased student engagement and academic achievement. <b>Staff Responsible for Monitoring:</b> Blended learning site team Administrators Instructional Specialist District Blended learning support team  <b>Title I:</b> 2.51, 2.52, 2.53, 2.534 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>Problem Statements:</b> Technology 1	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

### Performance Objective 2 Problem Statements:

<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> Quality and consistent professional learning is needed to build PK-2's foundational skills and 3rd-5th grade's skills in providing intensive intervention. <b>Root Cause:</b> there is a large percentage of 1st - 3rd year teachers, especially in bilingual classrooms in k-2; experience is limited and it takes time to coach and strengthen these members to provide adequate intervention.
<b>Technology</b>
<b>Problem Statement 1:</b> student differentiated instruction is not as strong as needed to reach all needs of students, especially in the area of enrichment <b>Root Cause:</b> lack of professional development in individualized instruction.







**Board Goal 1:** The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

**Performance Objective 3:** By May of 2026, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 12% to 30%.

**Indicators of Success:**  
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

**Evaluation Data Sources:** MAP End of Year assessment  
District Checkpoints

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Internalizing instruction), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. <b>Strategy's Expected Result/Impact:</b> Teachers increased instructional effectiveness and increased student achievement in Science. <b>Staff Responsible for Monitoring:</b> Teachers MCLs Administrators  <b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Teachers in 3rd, 4th and 5th grades will use Lone Star Science Structures to support a daily spiral review of critical standards in Science. <b>Strategy's Expected Result/Impact:</b> Increased student engagement in Science. Increased student achievement in Science. <b>Staff Responsible for Monitoring:</b> Teachers MCLs  <b>Title I:</b> 2.52, 2.53 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> Lone Star Science Structure licenses - Title One School- Improvement - \$4,000		Formative			Summative
		Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

### Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Sam Houston's student achievement at Meets and Masters categories is still not comparable to the state's achievement levels in Math and Science. <b>Root Cause:</b> There is a lack of consistent implementation of programs, resources, and coaching of teachers.

**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:** The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 42% to 47%.





**Indicators of Success:**

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

**Evaluation Data Sources:** MAP reading assessment  
checkpoints  
iReady diagnostics

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> K-3 teachers will effectively implement guided reading structures and leveled literacy intervention groups daily. <b>Strategy's Expected Result/Impact:</b> Increased reading fluency and comprehension for students. Increased academic performance in reading. <b>Staff Responsible for Monitoring:</b> Teachers MCLs Administrators  <b>Title I:</b> 2.51, 2.52, 2.53 <b>Problem Statements:</b> Demographics 2 - Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Initiate the implementation of blended learning in at least 50% of the campus classrooms and select a campus Blended Learning Site team that will support teachers in this new initiative. <b>Strategy's Expected Result/Impact:</b> More individualized lessons for students. Increased student engagement and academic achievement. <b>Staff Responsible for Monitoring:</b> Teachers blended learning site team administrators District blended learning team  <b>Title I:</b> 2.51, 2.52 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 - Technology 1	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
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### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> Our economically disadvantaged percentage is 89.6%, compared to the district average of 70%, causing lower attendance rate and making it more difficult to reach student achievement. <b>Root Cause:</b> Families are burdened with trying to make ends meet and do not prioritize school achievement in the family home. Cost of living is high for families.
Staff Quality, Recruitment, and Retention
<b>Problem Statement 1:</b> Quality and consistent professional learning is needed to build PK-2's foundational skills and 3rd-5th grade's skills in providing intensive intervention. <b>Root Cause:</b> there is a large percentage of 1st - 3rd year teachers, especially in bilingual classrooms in k-2; experience is limited and it takes time to coach and strengthen these members to provide adequate intervention.
Technology
<b>Problem Statement 1:</b> student differentiated instruction is not as strong as needed to reach all needs of students, especially in the area of enrichment <b>Root Cause:</b> lack of professional development in individualized instruction.

**Board Goal 2:** The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

**Performance Objective 2:** The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 43% to 48%

**Indicators of Success:**

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

**Evaluation Data Sources:** Checkpoints

MAP MOY and EOY

Diagnostic IReady Reports

Checkpoints

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), internalize lesson plans, implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.  <b>Strategy's Expected Result/Impact:</b> Rigorous lessons IReady will show and increase of students meeting growth from BOY to EOY diagnostic check Percentage of students showing meets or better will increase on checkpoints  <b>Staff Responsible for Monitoring:</b> MCLs Administrators  <b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments  <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>					

**Performance Objective 2 Problem Statements:**

<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> Sam Houston's student achievement at Meets and Masters categories is still not comparable to the state's achievement levels in Math and Science. <b>Root Cause:</b> There is a lack of consistent implementation of programs, resources, and coaching of teachers.

**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:** By May of 2026, the number of students performing at the Meets level in 3rd RLA STAAR will increase from 28% to 33%.

**Indicators of Success:**

Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, 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:** MAP MOY and EOY

Monthly IReady Reports

Checkpoints

**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:** Sam Houston will continue to be identified as an AVID certified campus through May 2026 to assist in the increase of College, Career, or Military Readiness.

**Evaluation Data Sources:** AVID site team agendas  
AVID walk throughs and quarterly checks

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 2nd - 5th grade students will use daily planners for organization, portfolio binders for organization and interactive note taking books. <b>Strategy's Expected Result/Impact:</b> Increased organization and responsibility. <b>Staff Responsible for Monitoring:</b> Teachers AVID Coordinator Administrators  <b>Title I:</b> 2.51 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> School Culture and Climate 1 <b>Funding Sources:</b> planners - Local	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All students in k-5 will use Leadership Portfolios to track their individual goals and data from all assessments. Classrooms will have classroom data trackers. <b>Strategy's Expected Result/Impact:</b> Student goal setting skills and tracking. Increased performance in core areas. <b>Staff Responsible for Monitoring:</b> Teachers MCLs Administrators  <b>Title I:</b> 2.531 <b>Problem Statements:</b> School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> binders, data trackers - Local	Formative			Summative
	Oct	Jan	Mar	May





No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 1 Problem Statements:

#### School Culture and Climate

**Problem Statement 1:** According to the Panorama Survey, students lack self-confidence in understanding complicated ideas in class. **Root Cause:** lack of foundational knowledge and support outside of school

#### Curriculum, Instruction, and Assessment

**Problem Statement 1:** Sam Houston's student achievement at Meets and Masters categories is still not comparable to the state's achievement levels in Math and Science. **Root Cause:** There is a lack of consistent implementation of programs, resources, and coaching of teachers.





**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:** Sam Houston will implement College Days to showcase various colleges and career awareness at least one time per month.

**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:** Increased student awareness in the college and career opportunities

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students and staff will wear college shirts the first Wednesday of each month and a different staff member will be showcased to expose students to staff college experiences. <b>Strategy's Expected Result/Impact:</b> Increased student awareness in the college and career opportunities <b>Staff Responsible for Monitoring:</b> AVID site team Teachers  <b>Title I:</b> 2.532	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Sam Houston will host a career day in the Spring to showcase various professions in order to expose students to higher educational opportunities and career pathways. <b>Strategy's Expected Result/Impact:</b> Increased student awareness in college and career opportunities <b>Staff Responsible for Monitoring:</b> AVID site team Counselor Teachers  <b>Title I:</b> 2.532	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Board Goal 4: Classroom Excellence

**Performance Objective 1:** By May 2026, 75% of our classroom teachers will be trained and implementing Blended Learning strategies in their classroom.

**Evaluation Data Sources:** Blended learning training session feedback  
administrator walk throughs  
lesson plans

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Professional development will be provided for teachers on blended learning strategies through the district blended learning department.  <b>Strategy's Expected Result/Impact:</b> Enhanced individualized instruction for students in order to meet all levels of needs. Increased academic mastery for students. <b>Staff Responsible for Monitoring:</b> Teachers, Site team for blended learning administrators  <b>Title I:</b> 2.52 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> School Organization 1 - Technology 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Blended learning laps will be conducted by the blended learning support team to assist teachers in the implementation of choice boards, TEKS bins and individualized learning.  <b>Strategy's Expected Result/Impact:</b> increased student engagement and achievement <b>Staff Responsible for Monitoring:</b> Teachers Blended learning district support team  <b>Title I:</b> 2.52 <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 - Technology 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:** Sam Houston's student achievement at Meets and Masters categories is still not comparable to the state's achievement levels in Math and Science. **Root Cause:** There is a lack of consistent implementation of programs, resources, and coaching of teachers.

#### School Organization

**Problem Statement 1:** Math in k-3 is a lower performing area. **Root Cause:** consistent systems and implementation of rigorous lessons in k-2 math

#### Technology





**Problem Statement 1:** student differentiated instruction is not as strong as needed to reach all needs of students, especially in the area of enrichment **Root Cause:** lack of professional development in individualized instruction.

Board Goal 4: Classroom Excellence

**Performance Objective 2:** Sam Houston teachers will implement effective methods of participation in the classroom instruction, including students discourse, habits of discussion, and writing integration across all content areas.

**Evaluation Data Sources:** Walkthroughs and TTESS observations  
Panorama Survey  
Measurable Results Survey for Leader in Me

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The Instructional Leadership Team will provide professional development to teachers in habits of discussion and methods of participation.  <b>Strategy's Expected Result/Impact:</b> Increased engagement in academic tasks by students. Increased student achievement. <b>Staff Responsible for Monitoring:</b> Teachers MCLs Instructional Specialist Administrators  <b>Title I:</b> 2.51 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> MCLs and Instructional coach will be trained in effective instructional practices to increase rigor and engagement through the district with Uncommon Schools. The Campus team will be trainer of trainers for teachers and facilitate new learning through PLCs. <b>Strategy's Expected Result/Impact:</b> Increased rigorous instruction <b>Staff Responsible for Monitoring:</b> MCLs Instructional Specialist Administrators  <b>Title I:</b> 2.51 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					





### Performance Objective 2 Problem Statements:

School Culture and Climate
<b>Problem Statement 1:</b> According to the Panorama Survey, students lack self-confidence in understanding complicated ideas in class. <b>Root Cause:</b> lack of foundational knowledge and support outside of school
Staff Quality, Recruitment, and Retention
<b>Problem Statement 1:</b> Quality and consistent professional learning is needed to build PK-2's foundational skills and 3rd-5th grade's skills in providing intensive intervention. <b>Root Cause:</b> there is a large percentage of 1st - 3rd year teachers, especially in bilingual classrooms in k-2; experience is limited and it takes time to coach and strengthen these members to provide adequate intervention.
Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Sam Houston's student achievement at Meets and Masters categories is still not comparable to the state's achievement levels in Math and Science. <b>Root Cause:</b> There is a lack of consistent implementation of programs, resources, and coaching of teachers.
School Organization
<b>Problem Statement 1:</b> Math in k-3 is a lower performing area. <b>Root Cause:</b> consistent systems and implementation of rigorous lessons in k-2 math

## Board Goal 5: Culture of Excellence

**Performance Objective 1:** By May 2026, overall student attendance will increase from 93.5% to 94% through targeted attendance initiatives, attendance celebrations and consistent monitoring.

**Evaluation Data Sources:** Weekly attendance dashboard

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monthly celebration for the class with highest attendance, as well as spontaneous checks 1 day weekly for the class with highest attendance percentage for celebrations. <b>Strategy's Expected Result/Impact:</b> increased attendance and student achievement <b>Staff Responsible for Monitoring:</b> Clerk Teachers Administrators  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> Demographics 1, 2 <b>Funding Sources:</b> incentives - Local	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Nine weeks celebration for students with perfect attendance. They will receive a perfect attendance shirt and certificate. <b>Strategy's Expected Result/Impact:</b> increased student attendance <b>Staff Responsible for Monitoring:</b> clerk teachers counselor administrators  <b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> t-shirts - Local	Formative			Summative
	Oct	Jan	Mar	May
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 1 Problem Statements:





Demographics
<p><b>Problem Statement 1:</b> Student attendance is still below the state average. <b>Root Cause:</b> Parents do not prioritize school attendance over other items and keep students home.</p> <p><b>Problem Statement 2:</b> Our economically disadvantaged percentage is 89.6%, compared to the district average of 70%, causing lower attendance rate and making it more difficult to reach student achievement. <b>Root Cause:</b> Families are burdened with trying to make ends meet and do not prioritize school achievement in the family home. Cost of living is high for families.</p>



## Board Goal 5: Culture of Excellence

**Performance Objective 2:** All teachers will implement Leader In Me daily lessons in order to continue the teaching of well-rounded student leadership through the partnership with Franklin Covey, Inc.

**Evaluation Data Sources:** weekly lesson plans  
MRA student and staff survey  
Panorama survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus staff will receive a review of Core 1 training through Franklin Covey to help re-establish the foundation for new staff and students of the Leader In Me process.  <b>Strategy's Expected Result/Impact:</b> Increased student responsibility and self-efficacy on Panorama survey for students.  <b>Staff Responsible for Monitoring:</b> teachers Lighthouse Team  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> Demographics 2 <b>Funding Sources:</b> Leader in Me books, posters - Local	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The campus Lighthouse Team will receive Lighthouse training through Franklin Covey to help re-establish action team initiatives for the campus.  <b>Strategy's Expected Result/Impact:</b> Better understanding of Lighthouse team responsibilities.  <b>Staff Responsible for Monitoring:</b> Administrators  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 2 Problem Statements:

### Demographics

**Problem Statement 2:** Our economically disadvantaged percentage is 89.6%, compared to the district average of 70%, causing lower attendance rate and making it more difficult to reach student achievement. **Root Cause:** Families are burdened with trying to make ends meet and do not prioritize school achievement in the family home. Cost of living is high for families.

## Board Goal 5: Culture of Excellence

**Performance Objective 3:** Sam Houston will implement the House System (replicated from Ron Clark Academy) to increase student engagement and build a strong campus culture and community.

**Evaluation Data Sources:** Decreased disciplinary referrals  
increased attendance  
increased scores from student MRA and Panorama surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All students and staff will be placed in a House and monthly celebrations will occur for the House with the most points earned for showing leadership habits across the campus. New staff will be trained in the House System through RCA professional development and campus House team.  <b>Strategy's Expected Result/Impact:</b> Decreased disciplinary referrals Improved student and staff culture based on Panorama and MRA surveys <b>Staff Responsible for Monitoring:</b> House committee Teachers/Staff Administrators  <b>Title I:</b> 2.52 <b>Problem Statements:</b> Demographics 1 - School Culture and Climate 1 <b>Funding Sources:</b> monthly incentives, house shirts - Local, professional development - Title One School-Improvement	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The House Committee will assist in training and modeling for teachers the classroom practice of students speaking with confidence by standing and addressing their audience.  <b>Strategy's Expected Result/Impact:</b> Increased classroom trust and participation Increased student confidence and engagement <b>Staff Responsible for Monitoring:</b> teachers House committee  <b>Title I:</b> 2.53 <b>- ESF Levers:</b> Lever 3: Positive School Culture	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:** Parents do not prioritize school attendance over other items and keep students home.

#### School Culture and Climate

**Problem Statement 1:** According to the Panorama Survey, students lack self-confidence in understanding complicated ideas in class. **Root Cause:** lack of foundational knowledge and support outside of school