

Ector County Independent School District

Blackshear Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



Mission Statement

The Mission of Blackshear Elementary is to instill a GROWTH Mindset among all staff members and students, so that all students are encouraged and empowered to achieve their goals.

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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 of 2026, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 33 % to 38%.

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 MOY and EOY

IReady Diagnostic Reports

Checkpoints

Read 180 and ST math for 1416 kids

Strategy 1 Details	Reviews			
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Internalizing lesson plans charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: IReady Diagnostics increasing from BOY to EOY Checkpoints Read 180 and ST math for 1416 kids MAP growth from BOY to MOY to EOY Staff Responsible for Monitoring: FTEs MCLs Principals Title I: 2.51, 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: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: K-5 classroom teachers will target at risk populations and 3rd-5th will utilize Read 180 and ST math for 1416 kids, and targeted tutoring three time a week for 20 -30 minutes each session; Blended Learning in the beginning stages; IReady for 3rd-5th and Math Academy K-2 for 20 minutes three times a week and adhere to the ECISD MATH Framework. Strategy's Expected Result/Impact: MAP Growth BOY to MOY Checkpoints scoring at meets level Staff Responsible for Monitoring: FTEs MCLS Principals Title I: 2.51, 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: Student Achievement 1	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Leverage iPads connected to Promethean Boards to enhance instructional delivery through live modeling, interactive demonstrations, and guided practice. Teachers will use this technology to facilitate real-time discourse, model skills step-by-step, and promote student engagement in collaborative learning tasks. Action Steps: Strategy's Expected Result/Impact: Lesson plans including iPad modeling activities. Walkthrough/observation notes indicating use of iPads for skill modeling and student discussion. PLC minutes reflecting technology integration strategies. Increased student engagement during modeled lessons. Improved student discourse and ability to articulate skills/strategies. Positive teacher feedback on instructional clarity and student participation. Staff Responsible for Monitoring: MCLs 3rd-5th Teachers Leadership Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: ipads and stylus pen - Title One School-wide - \$12,500	Formative			Summative
	Oct	Jan	Mar	May



No Progress



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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: 2. By May of 2026, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 30% to 35 %.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, 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%, 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 MOY and EOY
Diagnostic IReady Reports
Checkpoints
Read 180 and ST math for 1416 kids

Strategy 1 Details	Reviews			
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Internalize instructions), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Rigor in Lessons Growth in IReady and targeted tutoring reports for Reading Staff Responsible for Monitoring: MCLs Administrators Teachers Title I: 2.51, 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: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May





Strategy 2 Details	Reviews			
<p>Strategy 2: K-5 classroom teachers will target at risk populations utilizing Read 180 and ST math for 1416 kids, and targeted tutoring for K-3 three times a week for 20-30 minutes; Blended Learning is in second year implementation. Adhere to the ECISD ELAR Framework.</p> <p>Strategy's Expected Result/Impact: IReady lessons passed at 70% or higher (2-3 lessons a week) IReady monthly progress for Bilingual Students Checkpoint monitoring meets percentage</p> <p>Staff Responsible for Monitoring: FTEs MCLs Principals</p> <p>Title I: 2.51, 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</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Title One Funds \$12,500 moved for technology and purchase - Title One School- Improvement - \$12,500</p>	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 3: By May of 2026, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 16% to 23 %.

Evaluation Data Sources: MAP MOY and EOY reports
SCA Data

Strategy 1 Details		Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: Checkpoints monitoring meets percentage Staff Responsible for Monitoring: MCLs Principals Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Science will be taught daily using district-approved resources in grades K-5 a minimum of 30 minutes per day. Strategy's Expected Result/Impact: Checkpoints monitoring the meets percentage for growth and meets percentage of highly tested TEKS Staff Responsible for Monitoring: Principals MCLs Teachers 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 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 1: 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%





Evaluation Data Sources: Checkpoints

MAP MOY and EOY

Diagnostic IReady Reports

Checkpoints

Strategy 1 Details		Reviews			
Strategy 1: MCLs and leadership will refine and implement the Data-Driven Instructional process, enhance TEKS understanding through Internalizing instruction, apply the Observation/Feedback coaching model, and analyze student work in PLCs to ensure mastery of learning objectives. Strategy's Expected Result/Impact: DDI process will be implemented in PLCs with Fidelity Increase Meets level on MAP EOY in K-2 IReady will show and increase of students meeting growth from BOY to EOY diagnostic checks. Staff Responsible for Monitoring: MCL's Principals Title I: 2.51, 2.52, 2.534 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: K-5 classroom teachers will target at-risk populations and utilize small group reading four times a week for 20-25 minutes per group; Blended Learning will implemented. Tutoring groups will be utilized to provide interventions. 4-5 grade will utilized Read 180 and ST math for 1416 kids.</p> <p>Strategy's Expected Result/Impact: Improved Tier 1 instruction resulting in more students performing at meets or higher on checkpoints. Provide small group interventions for at-risk students. Students will be monitored monthly through iReady tests to ensure growth goal is met. MAP assessments will be monitored BOY to MOY to ensure RIT is met.</p> <p>Staff Responsible for Monitoring: MCLs Classroom teachers Principals</p> <p>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, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	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: 2. The K-3 students will show growth from 42% to 47% on their READING MAP ASSESSMENT.

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 MOY and EOY
Diagnostic IReady Reports
Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: MCLs and leadership will refine and implement the Data-Driven Instructional process, enhance TEKS understanding through Internalizing instruction, apply the Observation/Feedback coaching model, and analyze student work in PLCs to ensure mastery of learning objectives. Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: MCLs Principals Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: K-5 classroom teachers will target at-risk populations and utilize small group reading four times a week for 20-25 minutes per group; Blended Learning will be implemented. Tutoring groups will be utilized to provide interventions. Strategy's Expected Result/Impact: Increased engagement in Tier I instructions through Blended Learning stations. 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 Staff Responsible for Monitoring: MCLs Principals Title I: 2.51, 2.52, 2.53, 2.534, 2.535 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		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: 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:

Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, 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: MAP MOY and EOY

Monthly IReady Reports
Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: MCLs and leadership will refine and implement the Data-Driven Instructional process, enhance TEKS understanding through internalizing lessons , apply the Observation/Feedback coaching model, and analyze student work in PLCs to ensure mastery of learning objectives. Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: MCLs Principals Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: K-5 classroom teachers will target at-risk populations and utilize small group reading four times a week for 20-25 minutes per group; Blended Learning will be implemented. Tutoring groups will be utilized to provide interventions, and adhere to the ECISD RLA Framework.</p> <p>Strategy's Expected Result/Impact: Increased engagement in Tier I instructions through Blended Learning stations. 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</p> <p>Staff Responsible for Monitoring: MCLs Classroom Teachers Principals</p> <p>Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	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: 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%, 4
Year Graduation Rate - % of students in grades 9-12 who graduate within four years of entering high school - 2026 Goal: 86%

Evaluation Data Sources: AVID CCI
AVID Evidence- Site team checks for binders, planners, and note taking in journals.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will ensure each students learn organizational skills through maintaining a binder and planner. Strategy's Expected Result/Impact: organizational skills two way communication between school and home Staff Responsible for Monitoring: Classroom Teachers AVID Site Team Title I: 2.52, 2.532 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: AVID Site Team will share an AVID/WICOR strategy with teachers every 9 weeks and monitor implementation. Strategy's Expected Result/Impact: Rigorous lessons organizational skills Increased writing skills Staff Responsible for Monitoring: Classroom Teachers AVID Site Team Title I: 2.51, 2.52, 2.53, 2.532 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, 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 2: School Connectedness panorama data will increase from 61% to 66%.

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			
Strategy 1: The iLead curriculum will be implemented 1 time a week for 20 minutes to reduce the number of discipline referrals by 10% and build positive relationships among students and teachers. Strategy's Expected Result/Impact: Reduce Discipline Referrals Build Positive relationships Increase school climate and morale Staff Responsible for Monitoring: Teachers Counselor SEL Site Team Title I: 2.531 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Character ED lessons will be implemented two times a month 45 minutes each lesson by the counselor. Strategy's Expected Result/Impact: Development of Positive Relationships Increased Problem Solving Skills Staff Responsible for Monitoring: Counselor Title I: 2.531 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



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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: Student daily attendance will increase from 93% to 93.5%.

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

Evaluation Data Sources: Monthly Attendance Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Grade level teachers will contact parents at two absences a month and document in Eduphoria on Truancy Form Strategy's Expected Result/Impact: Increased Attendance Rate Staff Responsible for Monitoring: Classroom Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will hold attendance celebrations for students meeting 95% attendance. Strategy's Expected Result/Impact: Increased Attendance Rate Staff Responsible for Monitoring: Grade level Attendance Liaisons TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Board Goal 4: Classroom Excellence

Performance Objective 1: Increase student academic achievement in core content areas by at least 5% on state and district assessments by the end of the academic year.

Evaluation Data Sources: Checkpoints
IReady
Read 180 and ST math for 1416 kids

Strategy 1 Details	Reviews			
Strategy 1: Implement data-driven small group instruction and provide targeted interventions based on SCA/benchmark assessments. Strategy's Expected Result/Impact: MAP Growth BOY to MOY Checkpoint % scoring at meets level Staff Responsible for Monitoring: Classroom Teachers Principal MCL Assistant Principal Title I: 2.51, 2.53, 2.534 - 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: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May





Strategy 2 Details	Reviews			
Strategy 2: Strengthen cross-curricular literacy by embedding reading, writing, and academic vocabulary strategies in all core content areas (RLA, Math, Science, Social Studies). Strategy's Expected Result/Impact: MAP Growth BOY to EOY Checkpoint % scoring at meets level Staff Responsible for Monitoring: MCLs Teachers Principals Title I: 2.51, 2.53, 2.534 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
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Board Goal 4: Classroom Excellence

Performance Objective 2: Ensure 100% of teachers implement evidence-based instructional practices aligned with district curriculum standards through ongoing professional development and coaching.

Evaluation Data Sources: Walk Throughs
Lesson Plans
PLCs

Strategy 1 Details	Reviews			
Strategy 1: Provide weekly professional learning sessions in PLCs and follow-up instructional coaching. Strategy's Expected Result/Impact: Effective Tier 1 Instruction Internalized Lesson Plans & Practices MAP Growth BOY to MOY Checkpoint monitoring Scoring at meets level Staff Responsible for Monitoring: Principals MCLs Teachers Title I: 2.52, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, 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: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Establish a structured peer observation and ensure the use of the instructional coaching cycle to promote consistent use of evidence-based practices across classrooms. Strategy's Expected Result/Impact: Effective Tier 1 Instruction Internalized Lesson Plans & Practices MAP Growth BOY to MOY Checkpoint monitoring Scoring at meets level Staff Responsible for Monitoring: Teachers MCLs Principals Title I: 2.53, 2.534 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Board Goal 4: Classroom Excellence

Performance Objective 3: Increase student engagement and participation in classrooms by 10%, as measured by teacher observational data, student surveys, and classroom behavior reports.

Evaluation Data Sources: Surveys
Behavior Reports
Checkpoint/MAP Data
Walk Throughs

Strategy 1 Details	Reviews			
Strategy 1: Integrate student-centered instructional strategies such as cooperative learning, Blended Learning, and use of technology. Strategy's Expected Result/Impact: Decrease in Number of Behavior Reports MAP Growth BOY to MOY Checkpoint scoring at meets level Engaging Lessons Staff Responsible for Monitoring: Teachers MCLs Principals Title I: 2.51, 2.52 Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Integrate structured student voice through Habits of Discussion into daily lessons to promote active participation and ownership of learning. Strategy's Expected Result/Impact: Decrease in Number of Behavior Reports MAP Growth BOY to MOY Checkpoint scoring at meets level Engaging Lessons Staff Responsible for Monitoring: Teachers MCLs Principals Title I: 2.51, 2.53, 2.534 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
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Board Goal 5: Culture of Excellence

Performance Objective 1: Establish and consistently reinforce high behavioral expectations across all grade levels.

Evaluation Data Sources: Referral Reports showing decreasing numbers in referrals

Strategy 1 Details	Reviews			
Strategy 1: Implement a Schoolwide Positive Behavior Interventions and Supports (House System, PBIS and CHAMPS) Framework Strategy's Expected Result/Impact: Decrease in Referrals Engaged and Positive learners Staff Responsible for Monitoring: Administrators Teachers MCLs Title I: 2.53, 2.531, 2.533 - TEA Priorities: Improve low-performing schools - 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: Incorporate regular Social-Emotional Learning (SEL) lessons and restorative practices to proactively support positive behavior and reinforce expectations. Strategy's Expected Result/Impact: reduce repeated misbehaviors\ increase student accountability foster a respectful and safe learning environment Staff Responsible for Monitoring: Teachers Counselor Principals Title I: 2.51, 2.53, 2.531, 2.533 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify







Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: Recognize and celebrate student and staff achievements through regular school-wide and classroom-level acknowledgments.





Evaluation Data Sources: Panorama Survey 3-5% increase in ratings

Strategy 1 Details	Reviews			
Strategy 1: Student Recognition Programs (Student of the Month, Most Improved, Character Trait Awards). Strategy's Expected Result/Impact: Track number of students recognized Staff and Student Feedback Staff Responsible for Monitoring: Administrators Teachers Title I: 2.531, 2.533 - 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: Encourage teachers to embed daily and weekly acknowledgment routines within their classrooms. Strategy's Expected Result/Impact: Strengthens student-teacher relationships builds a positive classroom culture decrease in referral s and repeat behaviors Staff Responsible for Monitoring: Teachers Counselors Principals Title I: 2.531, 2.533 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
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Board Goal 5: Culture of Excellence

Performance Objective 3: Increase student leadership, voice, and involvement in campus activities (5th grade Ambassadors, peer mentoring, Bobcat of the Month) by at least 10% to build ownership of a culture of excellence.

Evaluation Data Sources: Panorama Survey 3-5% increase in ratings

Strategy 1 Details	Reviews			
Strategy 1: Expand Student Leadership Opportunities through 5th Grade Ambassadors and House System. Strategy's Expected Result/Impact: Students develop ownership, responsibility, and leadership skills while contributing to a culture of excellence across the school. Staff Responsible for Monitoring: Teachers Principals Counselor Title I: 2.531 - 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: Implement Student-Led Events and Initiatives Strategy's Expected Result/Impact: Increased student engagement and pride in school accomplishments, fostering a stronger, student-driven culture of excellence. Staff Responsible for Monitoring: Principals Teachers Title I: 2.52, 2.53, 2.531 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
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