

Ector County Independent School District

Lee Buice Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



Mission Statement

At Buice, we are committed to growing greatness by providing a safe, supportive and nurturing environment, and empowering every students to flourish academically, socially and emotionally. By fostering confidence, personal resppnsibility, and respect for others, we will ignite a passion for lifelong learning and cultivate independent, confident leaders.

Vision

Growing Greatness

Value Statement

At Buice, we are committed to growing greatness by providing a safe, supportive and nurturing environment, and empowering every students to flourish academically, socially and emotionally. By fostering confidence, personal resppnsibility, and respect for others, we will ignite a passion for lifelong learning and cultivate independent, confident leaders.

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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 2026, the percentage of 3rd-5th grade students performing at Meets on the Math STAAR will increase from 24% (2025) to 35% (2026).





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%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: BOY and EOY MAP results, District Checkpoint data, iReadu diagnostics, Interrim STAAR results and 2026 STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p>Strategy 1: In alignment with district initiatives and the ECISD-approved curriculum, teachers will participate in weekly 45-minute PLCs. These collaborative planning sessions will focus on reviewing student work and assessment data to analyze evidence of learning, identify misconceptions, and plan targeted instructional next steps.</p> <p>Strategy's Expected Result/Impact: Improve mastery of math concepts/ Staff Responsible for Monitoring: Teachers, teacher leads, and admin team</p> <p>Title I: 2.51, 2.52, 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 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>				

Strategy 2 Details	Reviews			
Strategy 2: High impact targeted tutoring will be implemented during and after school to for Tier 2 support. Strategy's Expected Result/Impact: Improve mastery of math concepts Staff Responsible for Monitoring: Admin Title I: 2.51, 2.52, 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 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Campus will implement high yield math routines such as number talks, spiral review, and problem solving models that are vertically aligned as well as aggressive monitoring strategies to ensure mastery of content. Strategy's Expected Result/Impact: Improve mastery of math concepts Staff Responsible for Monitoring: Admin team, team leads Title I: 2.51, 2.52, 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 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details		Reviews			
Strategy 4: Implement a structured student progress system/use of data folders in grades 3-5 where students regularly set academic goals, participate in data conferences with teachers and parents to review progress, and engage in structured error analysis to identify misconceptions and develop targeted action plans for improvement. Strategy's Expected Result/Impact: Improve student self awareness and mastery of math concepts. Engage parents in the learning process. Staff Responsible for Monitoring: Teachers, team leads and admin Title I: 2.51, 2.52, 2.53, 2.531, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Oct	Jan	Mar	May
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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The needs of our ESL, highly mobile and eco dis students are not being met. Root Cause: Current systems and support structures are not adequately designed or equipped to meet the evolving needs of a highly mobile and frequently transitioning population
Student Achievement
Problem Statement 1: Students at Buice Elementary in grades 3-5 are performing below expectation in all academic areas as well as failing to meet adequate growth. Root Cause : Lack of quality Tier 1 instruction and instructional support
Curriculum, Instruction, and Assessment
Problem Statement 1: There is a lack of follow through when data shows that students are not reaching mastery. Root Cause: Standards are not being taught to mastery and the data driven instructional process is not being utilized with fidelity.

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 of 2026, the percentage of students performing at MEETS or better on 3rd-5th grade reading will increase from 28% to 38% .

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: MAP, Checkpoint Data, iReady Diagnostics, STAAR Interim and STAAR

Strategy 1 Details	Reviews			
Strategy 1: In alignment with district initiatives and the ECISD-approved curriculum, teachers will participate in weekly 45-minute PLCs. These collaborative planning sessions will focus on reviewing student work and assessment data to analyze evidence of learning among all demographics identify misconceptions, and plan targeted instructional next steps. Strategy's Expected Result/Impact: Improve reading comprehension and writing skills Staff Responsible for Monitoring: Teachers, teacher leads, and admin team Title I: 2.51, 2.52, 2.531, 2.534 - 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
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: High impact targeted tutoring will be implemented during and after school to for Tier 2 support. Strategy's Expected Result/Impact: Improve reading comprehension and mastery of RLA standards Staff Responsible for Monitoring: Admin team Title I: 2.51, 2.52, 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 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Campus will implement high yield comprehension and composition routines such as annotation of text and research-based writing strategies that are vertically aligned as well as aggressive monitoring strategies to ensure mastery of content. Strategy's Expected Result/Impact: Increased levels of comprehension and composition Staff Responsible for Monitoring: Teachers, teacher leads and admin team Title I: 2.51, 2.52 - 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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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The needs of our ESL, highly mobile and eco dis students are not being met. Root Cause: Current systems and support structures are not adequately designed or equipped to meet the evolving needs of a highly mobile and frequently transitioning population

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 Meets or better on Science STAAR will increase from 8% to 20%

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%

Evaluation Data Sources: MAP, Checkpoint Data, STAAR and STAAR Intermim

Strategy 1 Details	Reviews			
Strategy 1: In alignment with district initiatives and the ECISD-approved curriculum, teachers will participate in weekly 45-minute PLCs. These collaborative planning sessions will focus on reviewing student work and assessment data to analyze evidence of learning, identify misconceptions, and plan targeted instructional next steps. Strategy's Expected Result/Impact: Improve Mastery of Science standards Staff Responsible for Monitoring: Science teachers, admin Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Include a 2nd science position in 5th grade to allow for a focus on science instruction and inquiry based science practices. Strategy's Expected Result/Impact: Improve mastery of science comprehension and performance. Staff Responsible for Monitoring: Science teachers and admin Title I: 2.51, 2.52 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: 3rd-5th grade teachers will utilize district provided resources and inquiry based learning during science activities 40% (2 out of 5 days/week) of the time during the designated science block. Strategy's Expected Result/Impact: Improve mastery of science content and skills Staff Responsible for Monitoring: science teachers and admin Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
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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: By May 2026, the percentage of 3rd students reading at or above grade level will increase from 31% to 40% by May of 2026 as measured by EOY to EOY MAP data.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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%, 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. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: BOY and EOY MAP results, District Checkpoint data, Interrim STAAR results and 2026 STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p>Strategy 1: In alignment with district initiatives and the ECISD-approved curriculum, teachers will participate in weekly 45-minute PLCs. These collaborative planning sessions will focus on reviewing student work and assessment data to analyze evidence of learning, identify misconceptions, and plan targeted instructional next steps.</p> <p>Strategy's Expected Result/Impact: Improve reading comprehension for all students.</p> <p>Staff Responsible for Monitoring: teachers, teacher leads and admin team.</p> <p>Title I: 2.51, 2.52, 2.53, 2.534</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>				

Strategy 2 Details		Reviews			
Strategy 2: Implement a structured student progress system/ use of data folders in grades K-3 where teachers and students regularly set academic goals, participate in data conferences with teachers and parents to review progress, and engage in structured error analysis to identify misconceptions and develop targeted action plans for improvement. Strategy's Expected Result/Impact: Improve reading comprehension for all students Staff Responsible for Monitoring: teachers, team leads and admin 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: Practice and support targeted, small group instruction in grades K-3 utilizing district framework, iReady data and lessons. Strategy's Expected Result/Impact: Increase # of students reading at grade level in grades K-3. Staff Responsible for Monitoring: Teachers, admin and team leads. Title I: 2.51, 2.52, 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Ensure the implementation of a comprehensive daily literacy program that includes a consistent 90-minute reading block combining whole-group and small-group instruction in phonics, vocabulary, fluency, and comprehension; targeted Tier 2/Tier 3 interventions based on frequent progress monitoring; explicit vocabulary and comprehension strategy instruction; and access to high-interest, leveled texts that reflect student interests and promote engagement. Strategy's Expected Result/Impact: Improve reading comprehension Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
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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: K-2 teachers will utilize rsearch-based phonic strategies and resources to provide high quality instruction of foundational skills.

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 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: iReadu diagnostic,MAP, and Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: Teachers in grades K-5 will use iReady diagnotic data and iReady lessons to support small group instruction. Strategy's Expected Result/Impact: increase the number students reading on or above grade level by 3rd grade. Staff Responsible for Monitoring: admin team and lead teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers in grades K-2 will use Saxon Phonics to provide high quality phonics instruction. Strategy's Expected Result/Impact: increase percentageof students reading on or above grade level.	Formative			Summative
	Oct	Jan	Mar	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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: School Connectedness as measured by the Student Panorama Survey will increase from 52% to 70%

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama Survey, Daily Attendance Rates

Strategy 1 Details	Reviews			
Strategy 1: Guidance lessons delivered by our counseling team will be included in the master schedule. Strategy's Expected Result/Impact: Increase the rate and exposure of guidance lessons for students. Staff Responsible for Monitoring: counselors and admin team Title I: 2.53, 2.531, 2.533 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Staff will recognize student growth or achievement using growth displays, competitions, rewards and celebrations, positive parent contacts, and student-led family conferences. Strategy's Expected Result/Impact: increased student confidence and motivation to continue to improve Staff Responsible for Monitoring: teachers, admin, counselors Title I: 2.53, 2.531, 2.533 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Utilize the iLead SEL curriculum a minimum of 30 minutes weekly in grades K-5 to reduce the number of discipline referrals and build positive peer to peer and peer to staff relationships. Strategy's Expected Result/Impact: Increase student connectedness as well as discipline infractions. Staff Responsible for Monitoring: Counsleors, teachers and Admin Title I: 2.531, 2.533 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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: Increase use of AVID strategies and percentage of AVID trained staff.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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%, 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%, 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: Evidence of student work in AVID, AVID rubrics and AVID training logs

Strategy 1 Details	Reviews			
Strategy 1: Provide AVID support for grades 3-5 staff by incorporating 4 AVID specific trainings throughout the school year. Strategy's Expected Result/Impact: Increase staff awareness of AVID framework and benefits of utilizing AVID based strategies; build staff's capacity to utilize AVID effectively to increase student engagement and lead to deeper understanding of content. Staff Responsible for Monitoring: AVID coordinator, Counselors, teachers and admin Title I: 2.51, 2.52, 2.532 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Implement an AVID "strategy of the month" across all grade levels to with staff support and examples and have teachers post evidence of this strategy in their classrooms/lesson plans/or share electronically. Strategy's Expected Result/Impact: Increase student engagement, deeper understanding of content and opportunities for peer collaboration, Staff Responsible for Monitoring: AVID coordintator, counselors, teachers and admin Title I: 2.51, 2.52 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	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 improve from 93.6% to 95%.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Average daily attendance rates

Strategy 1 Details		Reviews			
Strategy 1: Parents will be contacted daily regarding any unexcused absences a student may have by attendance clerks. Campus will utilize the COC for outreach and will follow district truancy prevention measures at each level. Strategy's Expected Result/Impact: Increase parental awareness of the importance of attendance, improve daily attendance and improve school connectedness. Staff Responsible for Monitoring: admin, counselors, teachers, attendance clerks and COC Title I: 2.53, 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: Encourage student attendance through incentives, celebrations and guidance services and daily individual tracking of attendance. Strategy's Expected Result/Impact: Increase student awareness of attendance and motivate students to strive for improved attendance. Staff Responsible for Monitoring: Teachers, attendance clerks, counselors, and admin. 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



Continue/Modify







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Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2026, 100% of classrooms, grade 2-5 will implement AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies across all core subjects, based on classroom walkthrough data, lesson plans, and student work samples.

Evaluation Data Sources: walkthrough data, student work samples, lesson plans





Strategy 1 Details	Reviews			
Strategy 1: By September 30th, an AVID site team will be assembled and trained by AVID coordinators on implementations of AVID strategies in the classroom. Strategy's Expected Result/Impact: Increase awareness of AVID instructional strategies among teachers and use of AVID framework in the classroom. Staff Responsible for Monitoring: AVID coordinator, Admin and Counselors Title I: 2.51, 2.52, 2.532 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Beginning September 1st, teachers will be trained on an AVID strategy monthly, will incorporate into their lesson plans, will submit evidence to the AVID coordinator and display evidence in the classroom. Strategy's Expected Result/Impact: Increase awareness of AVID effectiveness, increased levels of student engagement and collaboration and deeper understanding of content. Staff Responsible for Monitoring: AVID Coordinator, counselors and Admin Title I: 2.51, 2.52, 2.532 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Board Goal 4: Classroom Excellence

Performance Objective 2: Teacher retention rate will increase from 50% to 62% by May of 2026.

Evaluation Data Sources: TAPR report, HR staffing report





Strategy 1 Details	Reviews			
Strategy 1: Assemble a team of grade level leads to provide grade level team leadership and to facilitate staff voice in decisions and campus initiatives. Strategy's Expected Result/Impact: Improved staff retention rate and staff satisfaction. Staff Responsible for Monitoring: Principal Title I: 2.51, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Recognize teacher contributions, progresses and successes through celebrations, public acknowledgement, and other recognition strategies. Strategy's Expected Result/Impact: Improve teacher satisfaction and retention Staff Responsible for Monitoring: Admin, counselors and grade level leads. Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Incorporate monthly team building activities, collaborative decision making opportunities and wellness initiatives for staff to strengthen staff morale. Strategy's Expected Result/Impact: Build a sense of community and belonging for staff members. Staff Responsible for Monitoring: Admin, counselors, teacher leads Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 4: Classroom Excellence





Performance Objective 3: By May of 2026, teacher satisfaction with school climate will increase from 30% to 65%

Evaluation Data Sources: Panorama data, teacher retention rates, student growth and achievement

Strategy 1 Details	Reviews			
Strategy 1: Campus will implement the Emergent Tree Framework based on the Emergent Tree implementation plan Strategy's Expected Result/Impact: Strengthen campus wide routines and procedures and create pathways for teachers to provide positive behavior interventions. Staff Responsible for Monitoring: Admin, Emergent tree team, and counselors. Title I: 2.52, 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: Incorporate monthly team building activities, collaborative decision making opportunities and wellness initiatives for staff to strengthen staff morale.	Formative			Summative
	Oct	Jan	Mar	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: Culture of Excellence

Performance Objective 1: By May of 2026, teacher satisfaction with Feedback and Coaching will increase from 36% to 55%.

Strategy 1 Details		Reviews			
Strategy 1: Administrators will utilize a schedule to ensure walkthroughs for every classroom occur weekly and deliver feedback within 24 hours of classroom observations and engage in coaching conversations with teachers as needed. Strategy's Expected Result/Impact: Improved student outcomes and teacher performance; increased satisfaction with feedback and coaching Staff Responsible for Monitoring: Admin team Title I: 2.51, 2.52, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Utilize focused and calibrated walkthrough practices as an admin team so that feedback is consistent and aligned to needs of the campus. Strategy's Expected Result/Impact: Build effective practices and routines in classrooms across the campus. Staff Responsible for Monitoring: Admin team Title I: 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 5: Effective Instruction Problem Statements: School Culture and Climate 1		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:





School Culture and Climate

Problem Statement 1: Teacher perception of school climate and leadership have affected instructional integrity and resulted in a significant decline in academic achievement and student growth. **Root Cause:** Teachers feel a lack of connectedness and trust within the school community and are less able to foster a positive, engaging and inclusive environment for students.

Board Goal 5: Culture of Excellence

Performance Objective 2: Improve student perception of School Climate from 42% favorable to 60% favorable.

Strategy 1 Details	Reviews			
Strategy 1: Campus will implement the Emergent Tree Framework based on the Emergent Tree implementation plan. Strategy's Expected Result/Impact: Strengthen campus wide routines and procedures and create pathways for teachers to provide positive behavior interventions. Staff Responsible for Monitoring: Admin, Emergent Tree team and counselors Title I: 2.51, 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: Provide monthly guidance lessons to all grade levels based on master schedule and guidance curriculum. Strategy's Expected Result/Impact: improve student/peer relations and provide students with SEL skills Staff Responsible for Monitoring: Admin and counselors Title I: 2.53, 2.533	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Increases opportunities for students to engage in leadership opportunities, such as classroom and campus jobs and Bison Ambassadors. Strategy's Expected Result/Impact: Develop leadership skills in students and foster a sense of value and purpose. Staff Responsible for Monitoring: Counselors and teachers Title I: 2.53, 2.533 - TEA Priorities: Improve low-performing schools - ESF Levers: 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 1: The needs of our ESL, highly mobile and eco dis students are not being met. Root Cause: Current systems and support structures are not adequately designed or equipped to meet the evolving needs of a highly mobile and frequently transitioning population
School Culture and Climate
Problem Statement 1: Teacher perception of school climate and leadership have affected instructional integrity and resulted in a significant decline in academic achievement and student growth. Root Cause: Teachers feel a lack of connectedness and trust within the school community and are less able to foster a positive, engaging and inclusive environment for students.

Board Goal 5: Culture of Excellence

Performance Objective 3: Continue to analyze and revise school-wide systems to promote a culture of academic and personal excellence through rigorous instruction, student engagement, and high expectations across all grade levels.

Evaluation Data Sources: Panorama survey results, academic growth measured by STAAR and other assessments

Strategy 1 Details	Reviews			
Strategy 1: Campus will implement the Emergent Tree Framework based on the Emergent Tree implementation plan. Strategy's Expected Result/Impact: Strengthen campus wide routines and procedures and create pathways for teachers to provide positive behavior interventions. Staff Responsible for Monitoring: Admin, Emergent Tree team and counselors Title I: 2.51, 2.53, 2.533	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Continue to build effective, campus wide routines and procedures by providing staff training, practice clinics and modeling. Strategy's Expected Result/Impact: Protect instructional time Staff Responsible for Monitoring: teachers, admin and counselors Title I: 2.53, 2.533 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	May
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Board Goal 5: Culture of Excellence

Performance Objective 4: Increase student perception of and actual engagement from 39% to 55% as measured by Panorama Survey.

Evaluation Data Sources: AVID and administrative walkthroughs, Panorama Survey results and student growth measures.

Strategy 1 Details	Reviews			
Strategy 1: Implement use of iLead curriculum for a minimum of 30 minutes per week. Strategy's Expected Result/Impact: Improve students' SE well being 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: Use AVID WICOR strategies to increase engagement of students and opportunities for deeper understanding of curriculum. Strategy's Expected Result/Impact: Improve student engagement and sense of responsibility for learning. Title I: 2.51 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Implement a structured student progress system/ use of data folders in grades K-5 where teachers and students regularly set academic goals, participate in data conferences with teachers and parents to review progress, and engage in structured error analysis to identify misconceptions and develop targeted action plans for improvement. Strategy's Expected Result/Impact: Show growth in all content, build confidence and promote student accountability for their own learning. Staff Responsible for Monitoring: Teachers, admin team 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
	Oct	Jan	Mar	May
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				