Ector County Independent School District

Zavala Elementary

2025-2026 Board Goals/Performance Objectives/Strategies

Mission Statement

Zavala Magnet Elementary is dedicated to providing students with a high-quality education, with strong foundational skills, to become life-long learners.

Vision

We believe that EVERY child can succeed in reaching their academic goals to become a responsible and productive citizen.

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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 the end of the 2025-2026 school year, the percentage of students achieving the Meets grade level standard on the STAAR Reading assessment will increase from 31% to 41% in 3rd grade, from 28% to 38% in 4th grade, and from 45% to 55% in 5th grade.

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

Evaluation Data Sources: Informal classroom assessments

Student Checkpoint Assessments

MAP Reading Growth Assessments

STAAR Reading Benchmark Assessments

2025-2026 STAAR Reading Results

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement blended learning rotations that include teacher-led small groups, adaptive digital programs, and independent reading tasks aligned to student needs and MAP/SCA data.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will receive personalized instruction that targets their specific reading gaps, leading to increased engagement, improved reading fluency and comprehension, and measurable growth in MAP and STAAR reading performance. **Staff Responsible for Monitoring:** teacher, MCL, administrators. **Title I:** 2.51, 2.52 - **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 2				

Strategy 2 Details	Reviews			
Strategy 2: MCLs and leadership will lead biweekly PLCs focused on analyzing reading data from Checkpoints, MAP, and informal checks to develop responsive plans for reteaching and enrichment.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: MCL-led PLCs will strengthen teacher capacity through collaborative planning, real-time coaching, and ongoing professional growth. As a result, teachers will use data to make informed instructional decisions, leading to more targeted reteach plans, improved lesson alignment, and increased student achievement in reading. **Staff Responsible for Monitoring:** Principal Assistant Principal Multi-Classroom Leaders (MCLs) **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 5: Effective Instruction				

○ No Progress ◯ Accomplished → Continue/Modify ✖ Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: In 24-25 only 38% of 3rd grade students were reading on grade level. **Root Cause**: Students are reading below grade level in 3rd grade because they did not receive systematic and explicit phonics instruction in Kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hinder fluency and comprehension in later grades.

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 the end of the 2025-2026 school year, the percentage of students achieving the Meets grade level standard on the STAAR Math assessment will increase from 30% to 40% in 3rd grade, from 38% to 48% in 4th grade, and from 34% to 44% in 5th grade.

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%, 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: Informal classroom assessments

Student Checkpoint Assessments

MAP Reading Growth Assessments

STAAR Reading Benchmark Assessments

2025-2026 STAAR Reading Results

Strategy 1 Details	Reviews			
Strategy 1: MCLs and leadership will implement the PLC 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: IReady Diagnostics increasing from BOY to EOY Checkpoints MAP growth from BOY to MOY to EOY **Staff Responsible for Monitoring:** MCLs Principals **Title I:** 2.51, 2.53, 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 **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Students who are at-risk will be supported with targeted intervention. HB 1416 kids will use ST Math to meet the required tutoring hours three time a week for 20 -30 minutes each session. All grades will use Blended Learning in the beginning stages. i-Ready for 3rd-5th and Math Academy K-2 for 20 minutes three times a week and adhere to the ECISD math framework.	**Oct**	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: MAP Growth BOY to MOY Checkpoints scoring at meets level **Staff Responsible for Monitoring:** MCLS Principals **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: In 24-25 only 36% of 3rd grade students were on grade level math   **Root Cause**: Only 36% of 3rd grade students are on grade level in math, largely due to unfinished learning and inconsistent development of number sense in K-2. Without a strong understanding of place value, number relationships, and math fluency, students struggle with multi-step problem-solving and conceptual reasoning in 3rd grade.

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 the end of the 2025-2026 school year, the percentage of students achieving the Meets grade level standard on the STAAR Science assessment will increase from 9% to 20% in 5th grade.

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: Informal classroom assessments

Student Checkpoint Assessments

MAP Reading Growth Assessments

STAAR Reading Benchmark Assessments

2025-2026 STAAR Reading Results

Strategy 1 Details	Reviews			
Strategy 1: MCLs and leadership will implement the PLC 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Checkpoints monitoring Meets percentage in grades 3-5 Reading to ensure progress toward STAAR targets. **Staff Responsible for Monitoring:** MCLs Principals Teachers **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Achievement 5				

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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Checkpoints monitoring Meets percentage in grades 3-5 Reading to ensure progress toward STAAR targets. **Staff Responsible for Monitoring:** MCLs Principals 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 5	**Oct**	**Jan**	**Mar**	**May**

◯ No Progress   ◯ Accomplished   ➔ Continue/Modify   ✕ Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 5: Only 9% of students met grade-level expectations and 2% achieved mastery on the Science STAAR assessment in 2024-2025, indicating that the majority of students are not demonstrating sufficient content knowledge and critical thinking skills needed for grade-level proficiency.   **Root Cause**: Limited time and rigor in science instruction, reduced hands-on labs, and weak vertical alignment lead to gaps in foundational knowledge and vocabulary.

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 Spring 2026, the percentage of 1st grade students reading at or above grade level on the MAP assessment 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%, 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: Informal classroom assessments

MAP Reading Assessment Data (Fall and Winter)

Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: MCLs and leadership will refine and implement the PLC 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: PLC process will be implemented 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:** MCLs Principals **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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				

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 implemented. Tutoring groups will be utilized to provide interventions.	Formative			Summative
	Oct	Jan	Mar	May
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. **Staff Responsible for Monitoring:** MCLs Classroom teachers Principals **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 **Problem Statements:** Student Achievement 2				

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: In 24-25 only 38% of 3rd grade students were reading on grade level. **Root Cause**: Students are reading below grade level in 3rd grade because they did not receive systematic and explicit phonics instruction in Kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hinder fluency and comprehension in later grades.

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

Performance Objective 2: By the end of the 2025-2026 school year, the percentage of 3rd grade students achieving the Meets grade level standard on the STAAR Reading assessment will increase from 31% to 41%.

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 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: Informal classroom assessments

Student Checkpoint Assessments

MAP Reading Growth Assessments

STAAR Reading Benchmark Assessments

2025-2026 STAAR Reading Results

Strategy 1 Details		Reviews			
Strategy 1: MCLs and leadership will refine and implement the PLC 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.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 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: 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					

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, and adhere to the ECISD RLA Framework.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased engagement in Tier I instructions through Blended Learning stations. 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 Classroom Teachers Principals **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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				

○ No Progress   ○ Accomplished   ➡ Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: In 24-25 only 38% of 3rd grade students were reading on grade level.   **Root Cause**: Students are reading below grade level in 3rd grade because they did not receive systematic and explicit phonics instruction in Kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hinder fluency and comprehension in later grades.

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%

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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: organizational skills	**Oct**	**Jan**	**Mar**	**May**
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				

Strategy 2 Details		Reviews		
Strategy 2: AVID Site Team will share an AVID/WICOR strategy with teachers every 9 weeks and monitor implementation.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 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				

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

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: By Spring of 2026, the school connectedness Panorama data will increase from 62% 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: Walk-throughs

Recognition of Student Learning

Family Engagment Nights

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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Reduce Discipline Referrals Build Positive relationships Increase school climate and morale **Staff Responsible for Monitoring:** Teachers Counselor **Title I:** 2.531 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Character Ed lessons will be implemented monthly by the counselor.	**Formative**			**Summative**
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	**Oct**	**Jan**	**Mar**	**May**

No Progress   Accomplished   Continue/Modify   Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2026, 90% of classrooms will consistently implement blended learning rotations with clear routines, small-group instruction, and aligned AVID strategies (WICOR, Focused Note-Taking).

Evaluation Data Sources: Lesson plans aligned to TEKS and AVID strategies (Focused Note-Taking, WICOR).

Walkthrough evidence of standards-based small groups and blended learning rotations.

MAP Growth, STAAR, DCAs, CBAs (disaggregated by student groups).

PLC notes showing how teachers use data to plan interventions/enrichment.

AVID binder checks (organization & tracking of goals).

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing Professional Development to incorporate instructional coaching and classroom modeling.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The expected impact would be teachers building knowledge and confidence in planning and delivering blended learning with fidelity. The result being increased teacher capacity and consistency in implementing blended learning structures campus wide. **Staff Responsible for Monitoring:** Campus Administration, MCLs **Title I:** 2.52, 2.534 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	**Oct**	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: Implement Instructional Coaching Cycles by using MCLs and administrators to provide feedback through coaching cycles focus on blended learning routines and AVID integration.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers receive personalized support and actionable feedback to refine practice, resulting in improved instructional quality and higher rates of blended learning implementation across classrooms. **Staff Responsible for Monitoring:** Campus Administration and MCLs **Title I:** 2.52, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✗ Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2026, 90% of classrooms will demonstrate evidence of a culture of excellence -- high expectations, strong student engagement, and consistent routines -- as measured by TTESS walk-throughs.

Strategy 1 Details	Reviews			
Strategy 1: Establish and communicate clear campus-wide instructional expectations by defining non-negotiables for classroom excellence (high expectations, engagement strategies, and routines) and communicate them to staff through PD and PLCs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers have a shared understanding of what excellence looks like in every classroom, resulting in consistent instructional practices and improved classroom culture across grade levels. **Staff Responsible for Monitoring:** Leadership team, Teacher leads, and the Emergent Tree leadership team **Title I:** 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				

Strategy 2 Details	Reviews			
Strategy 2: Implement instructional coaching and feedback cycles through administrators and instructional coaches conducting regular walkthroughs, and providing targeted, timely feedback tied to TTESS indicators.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers receive support to refine practice and align instruction with campus goals, resulting in measurable improvement in TTESS walkthrough data, reflecting stronger classroom culture. **Staff Responsible for Monitoring:** Campus Administration and MCLs **Title I:** 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 5: Effective Instruction				

No Progress   Accomplished   → Continue/Modify   ✖ Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2026, discipline referrals will decrease by 10%, creating more time for teaching and learning.

Evaluation Data Sources: Discipline Referral Reports

Classroom Walkthrough Data

Leadership Meeting Notes

Panorama Student Survey

Strategy 1 Details	Reviews			
Strategy 1: Implement Emergent Tree with the campus leads and begin campus-wide implementation by establishing clear behavior expectations, teach them explicitly, and recognize students for meeting them through consistent positive reinforcement systems.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Students understand and internalize behavior expectations. Positive behaviors are celebrated more frequently than negative ones are corrected resulting in reduction in office referrals as students are motivated to meet expectations and receive recognition. **Staff Responsible for Monitoring:** Emergent Tree Leads, Campus Administration **Title I:** 2.533 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			

Strategy 2: Provide Tier 1 and Tier 2 classroom management training for teachers by offering professional development on proactive classroom management, de-escalation strategies, and consistent routines.
 	
  Strategy's Expected Result/Impact: Teachers are better equipped to manage behaviors within the classroom setting resulting in decreasing in behaviors escalating to office-managed referrals, leading to more instructional time.
  Staff Responsible for Monitoring: Campus Administration, Emergent Tree leads, and MCLs
 	
  Title I:
2.534
   - TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
   - ESF Levers:
Lever 3: Positive School Culture
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**May**

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 4: By May 2026, student daily attendance will increase from 91% to 95%.

Evaluation Data Sources: daily attendance reports and tardies monitoring

Strategy 1 Details	Reviews			
Strategy 1: Office staff will monitor student attendance and implement a tiered attendance intervention system with early family outreach.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Early intervention and consistent follow-up will reduce chronic absenteeism and improve overall daily attendance to 95%. **Staff Responsible for Monitoring:** office staff (parent liaison,attendance clerk, registrar), counselor, and administrators **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Parent Liaison - Title One School- Improvement - $30,000				

Strategy 2 Details	Reviews			
Strategy 2: Implement an attendance challenge amongst classes, rewarding the class with the highest weekly attendance to build excitement and foster a culture of showing up every day.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: A consistent and visible emphasis on attendance will motivate students and families to prioritize daily school attendance, helping to reach the goal of 95%. **Staff Responsible for Monitoring:** office staff (parent liaison,attendance clerk, registrar), counselor, and administrators **Title I:** 2.533 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: Increase Panorama School Connectedness data from 62% to 72% by May 2026.

Evaluation Data Sources: Panorama Survey Results (student connectedness/belonging measures, fall & spring administrations)

Student Attendance Reports (daily attendance trends as an indirect measure of engagement/connection)

Participation Logs (student involvement in leadership, clubs, afterschool programs, and school events)

Parent/Family Engagement Logs (sign-ins at family nights, AVID workshops, conferences)

iLead (lesson completion logs, teacher reflections, coaching notes)

Classroom Walkthrough Data (TTESS 3.3: Classroom Culture -- evidence of positive relationships and engagement)

Strategy 1 Details	Reviews			
Strategy 1: Implement a Campus-Wide Positive Relationship Initiative- Train teachers and staff on strategies to build strong student-teacher relationships (e.g., greeting students at the door, regular check-ins, restorative circles) using Emergent Tree.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: The expected impact would be that students feel seen, valued, and supported by adults on campus. The result of this strategy would be an improved sense of belonging and trust in staff, leading to higher connectedness scores. **Staff Responsible for Monitoring:** Campus Administration **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Strengthen Family-School Partnerships by host family engagement nights focused on student learning and well-being.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: The expected impact is that families feel connected and engaged, which encourages students to value school relationships. The desired result being a stronger home-school connection that reinforces students' sense of belonging at school. **Staff Responsible for Monitoring:** Campus administration, school leadership, teachers, PTA **ESF Levers:** Lever 3: Positive School Culture				

No Progress   Accomplished   Continue/Modify   Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2026, family participation in school events will increase by 10% as measured by event sign-ins and engagement records.

    Evaluation Data Sources: Event Sign-In Sheets (parent/family attendance logs at school events)

    SchoolStatus/Communication Logs (messages, responses, and engagement rates)

    Social Media & Newsletter Engagement Metrics (views, likes, shares, or clicks on school communications)

    Meeting Records (agendas and minutes from PTA, Site-Based Decision Making Committee, or Family Nights)

Strategy 1 Details			Reviews			

Strategy 1: Schedule events at varying times (morning, afternoon, evening, and virtual options) to accommodate different family work schedules.
    Strategy's Expected Result/Impact: The impact will be that families who typically cannot attend evening events will have more opportunities to engage. The result will be Increased attendance from a broader range of families, leading to stronger representation across the school community.
    Staff Responsible for Monitoring: Campus Administration, Campus Leadership
 	
    ESF Levers:
    Lever 3: Positive School Culture
			Formative			**Summative**

			Oct	**Jan**	**Mar**	**May**

Strategy 2 Details			Reviews			

Strategy 2: Provide small incentives such as student recognition, raffle prizes, or classroom rewards tied to family attendance.
    Strategy's Expected Result/Impact: The expected impact would be to create excitement and motivation for families to participate more consistently.
    Staff Responsible for Monitoring: The result being improved participation rates as families feel their involvement is valued and celebrated.
 	
    ESF Levers:
    Lever 3: Positive School Culture
			Formative			**Summative**

			Oct	**Jan**	**Mar**	**May**

    ◯ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue