

Ector County Independent School District

G.E."Buddy" West Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



Mission Statement

Campus: To create a dedicated, determined, dependable, disciplined learning community.

Believing OUR Students are THE Future, the mission of Ector County ISD is to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society.

Table of Contents

Board Goals 4

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. 4

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029. 9

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029. 15

Board Goal 4: Classroom Excellence 19

Board Goal 5: Culture of Excellence 22

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 percentage of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 36% to 41%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, 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 assessments, checkpoints, MAP and STAAR benchmark

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement small group data driven reading instruction during the Blended Learning rotations. Strategy's Expected Result/Impact: growth in the student's individual learning pathway Staff Responsible for Monitoring: teacher, MCL, reading specialist and 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 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: MCLs will lead weekly PLCs focusing on data from SCA and MAP and do informal checks to develop responsive plans for reteaching and enrichment. Strategy's Expected Result/Impact: Teachers will use data to make informed instructional decisions to target individualized instruction. Staff Responsible for Monitoring: MCLs and leadership team Title I: 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
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: In 24-25 only 36% of 3rd grade students were on grade level math. Root Cause: Students lack the foundational number sense skills from K-2.

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 the MEETS level on 3rd-5th Reading STAAR will increase from 36% to 41%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%

Evaluation Data Sources: informal assessments, checkpoints, MAP and STAAR benchmark

Strategy 1 Details		Reviews			
Strategy 1: Teachers will implement small group data driven reading instruction during the Blended Learning rotations. Strategy's Expected Result/Impact: growth in student's math individual pathway Staff Responsible for Monitoring: teachers, MCLs and administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: MCLs will lead weekly PLCs focusing on data from SCA and MAP and do informal checks to develop responsive plans for reteaching and enrichment. Strategy's Expected Result/Impact: Teachers will use data to make informed instructional decisions to target individualized instruction. Staff Responsible for Monitoring: Teachers, MCLs, administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 2		Formative			Summative
		Oct	Jan	Mar	May



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 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 higher 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 3: By May of 2026, the percentage of 5th grade students performing at MEETS level on Science STAAR will increase from 6 % to 15%.

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 assessments, check-points and MOY benchmark

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement small group data driven science instruction during the Blended Learning rotations. Strategy's Expected Result/Impact: growth in student's individual goal. Staff Responsible for Monitoring: teachers, MCLs, and administrators Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: MCLs will lead weekly PLCs focusing on data from SCA and MAP and do informal checks to develop responsive plans for reteaching and enrichment. Strategy's Expected Result/Impact: Teachers will use data to make informed instructional decisions to target individualized instruction. Staff Responsible for Monitoring: teachers, MCLs, and administrators Title I: 2.51, 2.52	Formative			Summative
	Oct	Jan	Mar	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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 in K-3 achieving or exceeding their Reading RIT goal will increase from 59% to 65%.

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: informal assessments, checkpoints, and MAP.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will implement targeted small-group reading instruction using NWEA MAP Learning Continuum data to address specific skill gaps for K-3 students. Strategy's Expected Result/Impact: By aligning instruction directly to RIT band skills and monitoring progress frequently, teachers can target exactly what each student needs to meet or exceed their reading RIT goal. Staff Responsible for Monitoring: teachers, MCLs and administrators Title I: 2.51, 2.52 - 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 will integrate daily structured literacy routines focused on phonemic awareness, phonics, and vocabulary development, supported by digital adaptive tools (Istation and Iready) that align to students' RIT bands. Strategy's Expected Result/Impact: Students will strengthen foundational reading skills in phonemic awareness, decoding, and vocabulary. Consistent and targeted skill practice will accelerate growth for students across all performance levels, especially those just below their projected RIT target. Staff Responsible for Monitoring: teachers, MCLs and administrators Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 2: The percentage of students in K-3 will show growth from 56% to 61% 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: informal assessments, SCA, and MAP

Strategy 1 Details	Reviews			
Strategy 1: Implement targeted small-group reading instruction using NWEA MAP Learning Continuum data to address specific skill gaps for K-3 students. Strategy's Expected Result/Impact: By aligning instruction directly to RIT band skills and monitoring progress frequently, teachers can target exactly what each student needs to meet or exceed their reading growth goal. Staff Responsible for Monitoring: teachers, MCLs and administrators Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: MCL coaches and campus administrators will conduct regular classroom walk-throughs and co-observation cycles to monitor the implementation of daily structured literacy routines and small-group reading instruction, providing real-time feedback and modeling as needed to ensure fidelity to NWEA MAP Learning Continuum-aligned practices. Strategy's Expected Result/Impact: Consistent monitoring and coaching support from MCL leaders and administrators will ensure high-fidelity implementation of structured literacy and targeted small-group reading instruction. This alignment of leadership oversight, teacher practice, and data-driven adjustments will lead to improved instructional quality, stronger foundational reading skills, Staff Responsible for Monitoring: MCLs and administrators, including Reading Coach Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 3: The percentage of 3rd grade students performing at the MEETS level on their Reading STAAR Assessment will increase from 38% to 43%.

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%

Evaluation Data Sources: check-points, informal evaluations, aggressive monitoring, benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Teachers will leverage blended learning rotations and incorporate AVID/WICOR strategies to strengthen critical reading skills. Teachers will use STAAR item analysis to identify specific TEKS where students just below MEETS need improvement. Strategy's Expected Result/Impact: blended learning rotations will target skill gaps and Teacher-led small group will focus on TEKS-aligned reading strategies for rigor at the MEETS level. Staff Responsible for Monitoring: teachers, MCLs and administrators Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: MCL coaches will model lessons that integrate WICOR strategies for deeper comprehension (e.g., Socratic seminars, inquiry-based discussions). Coaches will conduct short weekly data reviews with teachers to adjust groups and instructional focus. Strategy's Expected Result/Impact: Increased teacher implementation of AVID/WICOR strategies will lead to improved student engagement, deeper comprehension of complex texts, and more consistent use of academic language. Ongoing weekly data reviews will ensure instructional groups and lesson focus are responsive to student needs, resulting in targeted support for students approaching the MEETS level. Staff Responsible for Monitoring: teachers, MCLs and administrators Title I: 2.51, 2.52 - 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
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Current STAAR data indicates that a significant percentage of students are not meeting grade level expectations, revealing gaps in the alignment between curriculum, instruction and assessment. Root Cause: Teachers are overwhelmed by the number of district mandated curriculum resources and framework, many of which lack alignment to the depth and rigor of the STAAR tested TEKS. Instructional time has been heavily dedicated to implementing low rigor materials, leaving little room for teachers to adapt lessons or integrate higher level tasks that build critical thinking and content mastery.

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 Panorama Data will increase from 56% to 65%.

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: Panorama Survey

Strategy 1 Details		Reviews			
Strategy 1: Buddy West will implement a campus-wide Morning Meeting and Routine to strengthen relationships and build a positive classroom community (All K-5 classrooms start the day with a 5-10 minute Morning Meeting that has a greeting, share time, short community-building activity, and a positive message). Strategy's Expected Result/Impact: Daily intentional relationship-building will foster stronger peer and teacher-student connections, making students feel more supported, valued, and safe at school, resulting in increased School Connectedness scores on Panorama. Staff Responsible for Monitoring: teachers and administrators and School Counselor Title I: 2.531 - TEA Priorities: Connect high school to career and college - 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: Buddy West will launch a Student Voice & Leadership Initiative to increase student ownership and participation in school culture (Student Leadership Council with representation from each grade to give feedback on school climate and plan student-led activities and a quarterly "Principal Listening Sessions" with small groups of students to gather input and respond to concerns). Strategy's Expected Result/Impact: Empowering students with leadership roles and opportunities to share their voices will strengthen their sense of belonging, ownership, and pride in the school community, leading to increased School Connectedness scores on Panorama. Staff Responsible for Monitoring: teachers and administrators, School Counselor Title I: 2.531 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	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>				

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: 56% of Students believe that adults and peers care about their learning and about them, as measured by the Panorama survey goal. Root Cause: Students do not consistently feel that adults and peers care about their learning and well-being due to limited integration of SEL practices, inconsistent modeling of SEL competencies by staff and a lack of structured opportunities for students to build meaningful connections with others.





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: Student daily attendance will increase from 92.4% to 95%.

Indicators of Success:

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

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. 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 (attendance clerk, registrar), counselor, Communities in School and administrators Title I: 2.531 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Launch a Campus-Wide Attendance Incentive Program to Promote a "Every Day Counts" Culture. 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, teachers, Communities in School and administrators, counselors Title I: 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>				





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: Exclusionary disciplinary infractions will decrease from 6% to 2%.

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: Discipline Action student reports

Strategy 1 Details	Reviews			
Strategy 1: Implement a Tiered Positive Behavioral Interventions and Supports (PBIS) Framework Across the Campus (CHAMPS). Strategy's Expected Result/Impact: Consistent teaching, reinforcement, and support for positive behavior will decrease the frequency of behaviors leading to exclusionary discipline, moving the rate from 6% to 2%. Staff Responsible for Monitoring: teachers, Communities in school, counselor, and administrators 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
Strategy 2 Details	Reviews			
Strategy 2: Implement Restorative Practices to Address Behavior Incidents and Repair Harm. Strategy's Expected Result/Impact: By focusing on repairing relationships instead of removing students from learning environments, restorative practices will address root causes of misbehavior, improve student-teacher trust, and lower exclusionary disciplinary incidents to 2%. Staff Responsible for Monitoring: office staff, communities in school, teachers, counselors and administrators Title I: 2.531, 2.532 - 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>				

Board Goal 4: Classroom Excellence

Performance Objective 1: Buddy West will increase teacher retention from 73.5% to 80% in 2025-2026.

Evaluation Data Sources: staff retention rate report

Strategy 1 Details	Reviews			
Strategy 1: Support the Comprehensive Teacher Mentorship program from the district and implement a Coaching Program to Support New and Early-Career Teachers from within the campus. Strategy's Expected Result/Impact: By providing structured support, professional guidance, and a safe space to problem-solve, new teachers will feel more confident and connected to the campus, increasing the likelihood they remain at Buddy West. Staff Responsible for Monitoring: administrators, coaches and MCLs. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Strengthen Teacher Recognition, Wellness, and Voice to Build a Positive, Supportive Work Environment (Implement a monthly teacher recognition program ("Shout-Out Board," Teacher of the Month, social media highlights). Strategy's Expected Result/Impact: Teachers will feel valued, heard, and supported both professionally and personally, leading to higher job satisfaction and increased retention from 73.5% to 80% in 2025-2026. Staff Responsible for Monitoring: administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Mar	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: The staff retention rate decreased from 81.4% in 23-24 to 73.5% in 24-25. Root Cause: Staffing changes and aspirations in career advancements within or outside of education.

Board Goal 4: Classroom Excellence

Performance Objective 2: Buddy West will increase academic achievement in core content areas by at least 5% on state and district assessments by 2025-2026 school year.

Evaluation Data Sources: evaluations, check-points, benchmarks, individual student pathways

Strategy 1 Details	Reviews			
Strategy 1: Develop a short observation checklist focusing on key components: targeted small-group instruction, structured literacy routines, use of RIT-band resources, and student engagement. Strategy's Expected Result/Impact: Ongoing weekly observation checklist reviews will ensure instructional groups and lesson focus are responsive to student needs, resulting in targeted support for students approaching the MEETS level. Staff Responsible for Monitoring: teachers, coaches, MCLs and administrators 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	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>				

Board Goal 5: Culture of Excellence

Performance Objective 1: Staff perception of campus culture and collaboration (Panorama Survey) will increase from 72% to 80% by May 2026.

Evaluation Data Sources: Panorama survey and teacher/student surveys

Strategy 1 Details	Reviews			
Strategy 1: Implement Cross-Grade Professional Learning Communities (PLCs) Focused on Collaboration and Innovation. Strategy's Expected Result/Impact: Staff will feel more connected, valued, and invested in the school's vision, resulting in stronger collaboration and higher morale. Staff Responsible for Monitoring: administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Establish a Campus "Culture of Excellence" Recognition System (Develop monthly awards for both instructional and non-instructional staff highlighting excellence in teaching, collaboration, and innovation. Share recognitions publicly during staff meetings, newsletters, and social media.) Strategy's Expected Result/Impact: Staff will feel more connected, valued, and invested in the school's vision, resulting in stronger collaboration and higher morale. Staff Responsible for Monitoring: administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				





Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: The staff retention rate decreased from 81.4% in 23-24 to 73.5% in 24-25. Root Cause: Staffing changes and aspirations in career advancements within or outside of education.

Board Goal 5: Culture of Excellence

Performance Objective 2: Parent and community perception of Buddy West as a high-performing, student-centered campus will increase from 78% to 85% (Panorama Survey) by May 2026.

Evaluation Data Sources: Panorama survey and parent/community surveys

Strategy 1 Details	Reviews			
Strategy 1: Host Quarterly "Showcase of Excellence" Events Featuring Student Learning and Achievements (Organize evening or daytime events where students present projects, performances, and portfolios to parents and community members. Highlight blended learning successes, AVID/WICOR strategies in action, and growth in reading/math skills.) Strategy's Expected Result/Impact: Parents and the community will have more visible evidence of student success and a stronger connection to the campus, reinforcing a shared belief in Buddy West's commitment to excellence. Staff Responsible for Monitoring: all staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Enhance Two-Way Communication Between the School and Families (Provide consistent weekly communication through newsletters, social media, and a campus app, with sections dedicated to "What Excellence Looks Like This Week.") (Offer parent learning workshops that connect to classroom strategies (e.g., inquiry-based discussions, AVID organization skills). Strategy's Expected Result/Impact: Parents and the community will have more visible evidence of student success and a stronger connection to the campus, reinforcing a shared belief in Buddy West's commitment to excellence. Staff Responsible for Monitoring: all staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				