

Ector County Independent School District

G.E."Buddy" West Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: D



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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Buddy West's enrollment has increased from 680 in 22-23 to 683 in 23-24. Currently Buddy West has 763 students enrolled.

Economically disadvantaged population is at 90.13% compared to the districts 70%.

The at-risk population is at 72.8% which is a 53.4% difference from the previous year.

Buddy West has 117 homeless students.

38.6% of students are categorized as an English Learner.

13.3% of students are in Special Education.

Students at this campus are highly mobile counting for 21.52% of the population compared to 17% in 23-24.

Attendance is at 92.05% which is up compared to 23-24 at 91%.

The student to teacher ratio is 28:1.

Demographics Strengths

The campus currently has over 650 students enrolled for this school year.

Our Hispanic students are the highest ethnic group enrolled at 86.2% of our population.

75.1% of the teaching staff hold a bachelor's degree and 24.9% hold a master's degree.

The campus has an 81.4% staff retention rate and there are approximately 75 staff members.

Buddy West also has 12 males working in various roles from teachers to paraprofessionals, which is a high number in comparison to other elementaries.

Staff average 9.9 years of experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our economically disadvantaged percentage is 90.13%, compared to the district's 70%.

Root Cause: Neighborhoods with lower wages and high renter cost burden.

Student Achievement

Student Achievement Summary

MAP Growth Summary Report

Kinder	Math- 71% of students met growth RLA-42% of students met growth
1st Grade	Math-65% of students met growth RLA-47% of students met growth
2nd Grade	Math-82% of students met growth RLA-79% of students met growth
3rd Grade	Math-51% of students met growth RLA-33% of students met growth
4th Grade	Math-42% of students met growth RLA-48% of students met growth
5th Grade	Math-50% of students met growth RLA-66% of students met growth

STAAR Data:

Grade/Subject	Approaches	Meets	Masters
3rd RLA	69%	36%	7%
3rd SLA	48%	18%	13%
4th RLA	71%	36%	7%
4th SLA	39%	13%	4%
5th RLA	67%	39%	14%
5th SLA	65%	38%	4%
3rd Math	53%	32%	9%
3rd Math Span	69%	37%	3%
4th Math	61%	44%	19%
4th Math Span	43%	10%	0%
5th Math	76%	30%	5%
5th Math Span	65%	20%	5%
5th Sci	35%	13%	

Student Achievement Strengths

Map Strengths:

The 2nd and 5th grade teams have the highest RLA growth percentage.

The 1st and 2nd grade teams have the highest Math growth percentage.

STAAR Strengths:

4th Grade ELAR and Math increased 10 points to R (70.83%) and M (61.33%) compared to last year.

5th Grade ELAR Monolingual-EB students 78% Approaches 50% Meets 11% Masters

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 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.

Problem Statement 2 (Prioritized): 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.

School Culture and Climate

School Culture and Climate Summary

All areas of Panorama Survey for Students increased.

Panorama Survey results for School Connectedness on Students:

Rigorous Expectations 82%

Connectedness Indicator 67%

Sense of Belonging 64%

School Climate 59%

Engagement 61%

School Safety 58%

Panorama Survey results for Climate and Culture teachers:

School Leadership 89%

School Climate 82%

Belonging 83%

Professional Learning about Equity 85%

Professional Learning 82%

Well-being 77%

Feed-back and Coaching 77%

Cultural Awareness and Action 50%

School Culture and Climate Strengths

Buddy West participates in all Parent Involvement initiatives such as, Reading Night, Math Night, Open House and Meet The Teacher. All Title One Parent Involvement is included at our campus, such as, Parent Conferences, surveys, parent/compact agreement meetings, progress and report card meetings.

The students feel like they have rigorous expectations in the classroom. Teachers feel like the leadership on campus is strong and supportive.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): 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.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

ECISD utilizes a variety of recruiting strategies to grow staff such as alternative certification programs (Odessa Pathways and DOI waivers). The district holds college fairs and intrastate teacher fairs. ECISD posts available positions on a variety of websites and social media. The district undergoes a hiring process which ensures that candidates are credentialed for the positions they are seeking. The professional development trainings provide staff with the tools needed to intervene and enrich the learning subgroups. Retention strategies include stipends for special program areas and stipends for education beyond position requirement (Masters stipend, Sped stipend). The Opportunity Culture Program is currently implemented in most schools, which provides stipends for MCLs to lead grade levels. The district utilizes the Teacher Incentive Allotment and the National Board of Certification for staff recognition to promote and ensure retention strategies. Buddy West students will be taught by highly qualified teachers and instructional paraprofessionals.

Buddy West has 25 certified teachers, 1 PE Coach, 1 Music teacher, 3 special education life skills teachers, 2 special education resource teachers, 1 dyslexia teacher, 1 certified counselor, 1 Reading Specialist, 1 Math Specialist and 1 Bilingual Specialist.

Staff Quality, Recruitment, and Retention Strengths

Buddy West retention rate is 73.5%.

Teachers with 0 years of experience is 5.5%, 1-5 years' experience is 37%, 6-10 years of experience is 23%, 11-20 years of experience is 31% and over 20 years of experience is 3%.

Monthly lunches celebrating teacher birthdays, jean passes, positive notes to teachers, student postcards home, recognition of staff members, team building activities.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): 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.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Research based best practices curriculum, instruction and assessment are integral components to meeting the educational needs of our student body. Providing an aligned curriculum for all students in all core subject areas is vital and must be reinforced with tutoring, FEV, dyslexia services, balanced literacy, guided math, Iready, Brainchild and reading services to close the achievement gap. In addition, resource allocations in the form of textbooks, flexible furniture, supplemental materials and classroom technology use contribute to student performance by providing tools to utilize when educating students. Teachers, dyslexia teachers, tutors and special education personnel support the programs and intervention services which allow for the opportunity to close the achievement gap. COGAT, Naglieri, STAAR, SBAs, DBAs, unit assessments, Iready, and TELPAS assessments allow for early identification of need and potential targets for intervention.

MAP Growth Summary Report

Kinder	Math- 71% of students met growth RLA-42% of students met growth
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4th Math Span	43%	10%	0%
5th Math	76%	30%	5%
5th Math Span	65%	20%	5%
5th Sci	35%	13%	

Curriculum, Instruction, and Assessment Strengths

District frameworks will be followed with fidelity. We will utilize district strategies such as Know Shows and the DDI process when planning lessons. All teachers will utilize the district planning template and only use district approved resources. PLCs will occur weekly where MCLs and principals lead instructional planning, data analysis and professional learning. Teaching staff will attend district and campus professional learning. Tutoring is provided for 40 students per 4th/5th grade math and reading to ensure gaps are closing. The campus will be offering tutoring in the Spring semester for 3rd-5th grade students. MCL's will complete coaching cycles, including action steps, for all their teacher's every 3 weeks. MCL's will also have 12-14 hours of protected time each week to plan, coach, observe, etc. The campus will also be utilizing vertical PLC's to ensure consistency across grade levels. All teachers will use checkpoints and document results in data sheets to break down their TEKS data and determine when/how to reteach and when to reassess.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): 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.

Problem Statement 2: The current implementation of the math curriculum at the K-5 level lacks consistency, alignment, and rigor across grade levels, resulting in uneven instructional quality and limited student progress, toward grade-level proficiency. Teachers face challenges delivering Tier 1 instructional math skill.

Root Cause: Daily math instruction does not consistently reflect the full depth and complexity of the TEKS, leading to gaps in student understanding, particularly in problem-solving and reasoning.

Family and Community Engagement

Family and Community Engagement Summary

Buddy West offers opportunities during the school year for parents and community members to be involved in student's learning. Parent/Community engagement opportunities include Meet the Teacher and Parent Orientation in August, academic nights, awards assemblies every 9 weeks, data meetings, and student presentations (career day, All About Me day, projects). Title One Program meetings include Parent Engagement and Compact meetings, where parents are asked for their feedback. Buddy West also has an active PTA that supports the teachers and students. Administration provide communication to parents about events or things to know on Facebook and through Focus.

Family and Community Engagement Strengths

Buddy West continues to work on closing the performance gaps by increasing family and community involvement through Volunteers in Public Schools and committee involvement, such as the PTA, at the campus level. School staff, parents, families and surrounding community members will be provided with opportunities to work together to improve family and community involvement and to support academic achievement.

Buddy West will continue with Meet the Teacher Night, Parent Orientation, Parent meetings for special area activities, Parent Utility training for Title 1 school, Parent Engagement and Compact input, and leadership team will meet and set goals. We will continue with Buddy West Facebook, VIPS recruiting event, and book fairs.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Buddy West has a 90% economically disadvantaged population the campus experiences low family attendance in academic school nights and other school-related activities. The lack of parent engagement presents a barrier to building a strong school-home partnership that is critical to improving student academic outcomes and overall campus culture.

Root Cause: Families from low-income households often have multiple jobs, long shifts or limited ability to attend events held during traditional evening times.

School Organization

School Organization Summary

Buddy West will implement a set intervention time for reading and math in all classrooms in K-5th. The DDI process will be utilized to analyze iReady, MAP, checkpoints, and benchmark data, which will drive instructional planning and delivery. PLCs are held weekly by grade level, where teachers plan classroom instruction and delivery and analyze student data.

The AVID and SEL site teams meet monthly to discuss campus lesson planning, instructional delivery and needed professional learning to increase student engagement, rigor and achievement.

Campus principals monitor lesson plans, conduct walk-throughs, attend grade level meetings and provide feedback to ensure student engagement is on track.

The leadership team meets weekly to review academic data, campus programs and initiatives.

There are 3 administrators on campus, 6 MCLs- one per grade level, 33 classroom teachers, 3 special area teachers, 1 GT teacher, 1 Dyslexia teacher, 3 specilaists, 3 specialized unit teachers, 5 RAs, and 1 TR.

School Organization Strengths

The leadership team ensures monitoring of school goals and analyzing data to ensure growth is happening.

PLCs ensure teachers are supported with planning, instructional delivery and analyzing of data. Opportunity culture allows teachers to have more frequent coaching, observation, and frequent feedback.

The AVID and SEL site teams support teachers with AVID strategies, ensuring rigor in lessons, planning of lesson SEL roll out and adhering to scope and sequence.

Problem Statements Identifying School Organization Needs

Problem Statement 1: Buddy West maintains strong leadership and instructional systems; however, limited access to mental health resources and a shortage of staff trained to address severe behaviors hinder the school's ability to fully meet the needs of students with significant emotional and behavioral challenges.

Root Cause: Limited funding and a lack of specialized training for staff have restricted the school's ability

Technology

Technology Summary

Buddy West is equipped with a Promethean board in each classroom.

All students have access to a chrome book or Ipad.

All teachers have a district distributed laptop.

Students utilize iReady Math and Reading both in school and have access at home.

Teachers utilize iReady, Classlink, Schoology, and Eduphoria to target instruction for students.

The campus is purchasing K-12 Summit to increase EB performance on TELPAS and STAAR.

Technology Strengths

ECISD replaces student chromebooks and Ipads on a scheduled basis and increases access to new technology programs as they are developed. ECISD employs instructional technologists to provide training and support for best instructional practices.

Techy Tribe Ambassador teacher on campus who hosts PLCs on technology training and instructional practices using technology.

The technology specialist provides monthly assistance for teachers on campus.

Problem Statements Identifying Technology Needs

Problem Statement 1: Although one-to-one technology access is provided, consistent and effective use across all grade levels remains a challenge. Students need support to maximize digital learning tools, and teachers require ongoing training to implement Blended Learning strategies with fidelity, ensuring technology fully enhances instruction and develops essential 21st-century skills.

Root Cause: Limited teacher training in Blended Learning and varying student digital literacy have led to inconsistent use of technology, reducing its full potential to support personalized instruction and skill development.

Priority Problem Statements

Problem Statement 1: In 24-25 only 36% of 3rd grade students were on grade level math.

Root Cause 1: Students lack the foundational number sense skills from K-2.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: In 24-25 only 38% of 3rd grade students were reading on grade level.

Root Cause 2: 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.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: 56% of Students believe that adults and peers care about their learning and about them, as measured by the Panorama survey goal.

Root Cause 3: 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.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: 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 4: 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.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: The staff retention rate decreased from 81.4% in 23-24 to 73.5% in 24-25.

Root Cause 5: Staffing changes and aspirations in career advancements within or outside of education.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

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%.






High Priority

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			
<p>Strategy 1: Teachers will implement small group data driven reading instruction during the Blended Learning rotations.</p> <p>Strategy's Expected Result/Impact: growth in the student's individual learning pathway</p> <p>Staff Responsible for Monitoring: teacher, MCL, reading specialist and administrators</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			

Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Teachers will use data to make informed instructional decisions to target individualized instruction.</p> <p>Staff Responsible for Monitoring: MCLs and leadership team</p> <p>Title I: 2.52</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 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Achievement
<p>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.</p>

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%.


High Priority





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			
<p>Strategy 1: Teachers will implement small group data driven reading instruction during the Blended Learning rotations.</p> <p>Strategy's Expected Result/Impact: growth in student's math individual pathway</p> <p>Staff Responsible for Monitoring: teachers, MCLs and administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			

Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Teachers will use data to make informed instructional decisions to target individualized instruction.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
<p>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 an comprehension in higher grades.</p>







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			
<p>Strategy 1: Teachers will implement small group data driven science instruction during the Blended Learning rotations.</p> <p>Strategy's Expected Result/Impact: growth in student's individual goal.</p> <p>Staff Responsible for Monitoring: teachers, MCLs, and administrators</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Teachers will use data to make informed instructional decisions to target individualized instruction.</p> <p>Staff Responsible for Monitoring: teachers, MCLs, and administrators</p> <p>Title I: 2.51, 2.52</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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%.

High Priority

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			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: teachers, MCLs and administrators</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: teachers, MCLs and administrators</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			

 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.


High Priority





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			
<p>Strategy 1: Implement targeted small-group reading instruction using NWEA MAP Learning Continuum data to address specific skill gaps for K-3 students.</p> <p>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.</p> <p>Staff Responsible for Monitoring: teachers, MCLs and administrators</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			

Strategy 2 Details	Reviews			
<p>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.</p> <p>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,</p> <p>Staff Responsible for Monitoring: MCLs and administrators, including Reading Coach</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			

 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%.


High Priority





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			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: teachers, MCLs and administrators</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: MCL coaches will model lessons that integrate WICOR strategies for deeper comprehension (e.g., Socratic seminars, inquiry-based discussions).</p> <p>Coaches will conduct short weekly data reviews with teachers to adjust groups and instructional focus.</p> <p>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.</p> <p>Staff Responsible for Monitoring: teachers, MCLs and administrators</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
<p>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.</p>

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%.

High Priority

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			
<p>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).</p> <p>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.</p> <p>Staff Responsible for Monitoring: teachers and administrators and School Counselor</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			
Strategy 2 Details	Reviews			
<p>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).</p> <p>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.</p> <p>Staff Responsible for Monitoring: teachers and administrators, School Counselor</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

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%.

High Priority

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			
<p>Strategy 1: Office staff will monitor student attendance and implement a Tiered Attendance Intervention System with Early Family Outreach.</p> <p>Strategy's Expected Result/Impact: Early intervention and consistent follow-up will reduce chronic absenteeism and improve overall daily attendance to 95%.</p> <p>Staff Responsible for Monitoring: office staff (attendance clerk, registrar), counselor, Communities in School and administrators</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Launch a Campus-Wide Attendance Incentive Program to Promote a "Every Day Counts" Culture.</p> <p>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%.</p> <p>Staff Responsible for Monitoring: Office staff, teachers, Communities in School and administrators, counselors</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
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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: Exclusionary disciplinary infractions will decrease from 6% to 2%.

High Priority

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			
<p>Strategy 1: Implement a Tiered Positive Behavioral Interventions and Supports (PBIS) Framework Across the Campus (CHAMPS).</p> <p>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%.</p> <p>Staff Responsible for Monitoring: teachers, Communities in school, counselor, and administrators</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement Restorative Practices to Address Behavior Incidents and Repair Harm.</p> <p>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%.</p> <p>Staff Responsible for Monitoring: office staff, communities in school, teachers, counselors and administrators</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;">  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.

High Priority

Evaluation Data Sources: staff retention rate report

Strategy 1 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: administrators, coaches and MCLs.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>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).</p> <p>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.</p> <p>Staff Responsible for Monitoring: administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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.

High Priority

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







Strategy 1 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: teachers, coaches, MCLs and administrators</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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			
<p>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</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>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</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> 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 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.

High Priority

Evaluation Data Sources: Panorama survey and parent/community surveys

Strategy 1 Details	Reviews			
<p>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.)</p> <p>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.</p> <p>Staff Responsible for Monitoring: all staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>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.")</p> <p>(Offer parent learning workshops that connect to classroom strategies (e.g., inquiry-based discussions, AVID organization skills).)</p> <p>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.</p> <p>Staff Responsible for Monitoring: all staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Targeted Support Strategies

Board Goal	Objective	Strategy	Description
1	2	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.