

Ector County Independent School District

Lee Buice Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: F



Mission Statement

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

Vision

Growing Greatness

Value Statement

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment Trends:

Overall student enrollment has remained steady, fluctuating slightly between 821 and 844 students across four years. This stability is a strength, suggesting consistent community engagement and school choice. However, grade-level enrollment has shifted significantly, with some cohorts showing sharp increases (e.g., 2nd grade in 2023–24) and others notable declines (e.g., kindergarten in 2022–23 and 3rd grade in 2022–24). These imbalances may create instructional and staffing challenges year to year.

Ethnic Distribution:

The student body is becoming more diverse. Hispanic students represent the largest population and have grown steadily from 60% to 64%. The African American population increased slightly, while Asian and Pacific Islander groups, though small, have shown gradual growth. Conversely, the White student population has declined from 33% to 23% over the four years. This shift demonstrates cultural and linguistic diversity as a strength but also highlights a need for intentional inclusivity practices and culturally responsive teaching.

Gender Balance:

The gender distribution has remained consistent, with males representing 53–54% and females 46–47%. This balance indicates no significant gender-based enrollment challenges.

Other Populations:

A notable challenge is the rising percentage of **economically disadvantaged students**, which increased from 49% in 2021–22 to 64% in 2024–25. This trend emphasizes the importance of targeted supports for equity, access, and academic achievement.

Programs:

- **Bilingual/ESL enrollment** has risen sharply from 2% to 10% in four years, signaling both a strength in linguistic diversity and a need for expanded language services.
- **Gifted and Talented** enrollment has grown modestly from 6% to 8%, showing strength in identifying and serving advanced learners.
- **Special Education** has increased significantly from 14% to 19%, indicating success in identifying students with needs, but also pointing to potential strain on specialized services.

	2021-2022		2022-2023			2023-2024			2024-2025		
Student Information	Count	Percent	Count	Percent	Difference	Count	Percent	Difference	Count	Percent	Difference
Total Students	837	100%	842	100%	5	821	100%	-21	844	100%	23
Students by Grade											
Kinder	143	17%	110	13%	-33	127	16%	17	120	14%	-7
1st Grade	120	14%	153	18%	33	129	16%	-24	134	16%	5
2nd Grade	119	14%	127	15%	8	160	20%	33	144	17%	-16

	2021-2022		2022-2023			2023-2024			2024-2025		
3rd Grade	164	20%	128	15%	-36	126	15%	-2	145	17%	19
4th Grade	144	17%	177	21%	33	136	17%	-41	142	17%	6
5th Grade	147	18%	147	18%	0	143	17%	-4	138	16%	-5
Ethnic Distribution											
African American	29	4%	35	4%	6	38	5%	3	50	6%	12
Hispanic	505	60%	527	63%	22	523	64%	-4	559	66%	36
White	272	33%	236	28%	-36	216	23%	-20	174	21%	-42
Native American	2	0.2%	3	0.4%	1	2	0.2%	-1	3	0.0%	1
Asian	7	0.8%	10	1%	3	16	2%	6	7	0.0%	-9
Pacific Islander	3	0.4%	3	0.4%	0	5	0.6%	2	5	0.0%	0
2 or more	19	2%	28	3%	9	21	3%	-7	25	3%	4
Gender											
Male	443	53%	452	54%	9	444	54%	-8	439	52%	-5
Female	394	47%	390	46%	-4	377	46%	-13	384	48%	7
Other Populations											
Economically Disadvantaged	405	49%	453	54%	48	474	58%	21	541	64%	67
Non-Eco Dis	431	51%	389	46%	-42	347	42%	-42	303	36%	-44
Program											
Bilingual/ESL	18	2%	30	4%	12	52	6%	22	84	10%	32
Gifted/Talented	52	6%	54	7%	2	63	8%	9	52	6%	-11
Special Education	119	14%	126	15%	7	124	15%	-2	159	19%	35
504	1	0.1%	5	0.6%	4	8	1%	3			-8

Demographics Strengths

Dr. Lee Buice Elementary is strengthened by the diversity of its student population, representing a wide range of cultural, linguistic, and socio-economic backgrounds. This diversity is one of the campus's greatest assets, as it creates a rich learning environment where students and staff alike benefit from multiple perspectives and experiences.

Ultimately, the diversity of Buice Elementary provides both opportunities and strengths—it promotes equity-driven practices, encourages culturally responsive teaching, and ensures that every child learns in an inclusive community where differences are celebrated and valued.

- Stable overall enrollment despite demographic shifts.

- Growing diversity across ethnic groups, particularly Hispanic and multilingual learners.
- Increased identification of students in Gifted/Talented and Special Education, suggesting proactive services.
- Consistent gender balance.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The needs of our ESL, highly mobile and economically disadvantaged students are not being met.

Root Cause: Current systems and support structures are not adequately designed or equipped to meet the evolving needs of a highly mobile and frequently transitioning population

Student Achievement

Student Achievement Summary

Math: Performance has declined over time. In 2019, 51% of students met grade-level expectations, but by 2025, only 28% met standards, with Masters dropping from 27% to 7%.

Reading: Reading performance also declined, though more moderately. In 2019, 49% met expectations, compared to 35% in 2025. Masters decreased from 25% to 7%.

Science (5th grade): Sharp decline in recent years. In 2019, 66% of students approached expectations, but by 2025 only 10% did, with Masters falling to just 1%.

The data show that while the campus experienced **a strong rebound in 2022**, overall achievement has since **declined significantly, especially in math and science**. Reading remains relatively stronger but is trending downward at the advanced (Masters) level.

This data indicates the need to:

- Strengthen Tier 1 instruction in math and reading across all grades.
- Provide targeted interventions for math and science, especially in 5th grade.
- Focus on advanced literacy skills to rebuild Masters-level performance.
- Sustain growth in early literacy and replicate strategies in upper grades.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students at Buice Elementary in grades 3-5 are performing below expectation in all academic areas as well as failing to meet adequate growth.

Root Cause: Lack of quality Tier 1 instruction and instructional support

Problem Statement 2: Buice Elementary is developing leadership and instructional systems however, a lack of staff trained to manage severe behavioral challenges have suppressed the ability to fully support students with significant emotional and behavioral needs.

Root Cause: A lack of resources and professional learning designed to support students with severe behaviors has limited the ability to provide intense instructional and social emotional support to all students.

School Culture and Climate

School Culture and Climate Summary

Panorama Survey for School Connectedness: Students; Spring 2025

Panorama Category	Campus	Trend	District
School Safety District	68	-3	62
Rigorous Expectations	63	-3	73
School Safety Campus	55	+2	62
Sense of Belonging	50	-7	55
Connectedness Indicator	48	-7	57
School climate	42	-8	53
Engagement	39	-9	48

Panorama Survey for Climate and Culture: Teachers, Spring 2025

Panorama Category	Campus	Trend	District
Educating All Students	66	+3	66
Teaching Efficacy	63	-4	63
Feedback and Coaching	36	-1	36
Professional Learning	31	-3	

Panorama Category	Campus	Trend	District
Learning about Equity	29	-4	44
School Climate	29	-16	72
School Leadership	28	-14	56
Well-Being	38	+3	70

School Culture and Climate Strengths

Teachers feel confident in meeting diverse student needs, on par with the district.

The campus shows resilience in maintaining **academic expectations** for students and **teacher confidence in educating all students**. Safety perceptions among students have improved slightly, and teacher well-being is beginning to recover.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Teacher perception of school climate and leadership have affected instructional integrity and resulted in a significant decline in academic achievement and student growth.

Root Cause: Teachers feel a lack of connectedness and trust within the school community and are less able to foster a positive, engaging and inclusive environment for students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Buice Elementary has 844 students with 33 classroom teachers, 1 Physical Education teacher and 2 Aides, 2 Music teachers, 3 Special Education Inclusion/Resource teachers and 2 Aides, # Specialized classroom teachers (2 IFS) and 6 aides, 1 Instructional Coach, 1 Counselor, 1 Library Specialist (Instructional Facilitator), 2 Dyslexia teachers. Buice lost the instructional coach position, a SPED teacher Inclusion/resource and a music teacher; Buice gained a counselor and a 5th grade teacher

Buice total population is steady, remaining at an average of 850 students over the course of the last 4 years.

The staff retention rate is showing an increase from 2023-2024 to 2024-2025; however from 2024-2025, there has been a total staff turnover of 40% with 17 new staff members

Overall, Buice Elementary has done well to maintain consistent staffing levels and continues to attract new teachers, particularly those in their first five years. However, the school faces **a critical challenge in retaining teachers beyond the early-career stage**, with sharp declines among those in the **6–20 year experience range**. This creates a potential gap in campus stability, mentorship, and instructional expertise, which could impact student learning and the overall school culture if not addressed.

Teacher FTE by Total Years Professional Experience in Core Subjects for Lee Buice EL for Multiple Years

Total Years Professional Experience by Subject	2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024		2024 - 2025	
	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage
Beginning Teachers	4	9.40%			6	15.00%	7	16.70%	4	9.80%
All Core Subjects	3.7	93.6			5.6	93.6	4	56.6	2.8	69.9
English Language Arts	1.6	38.9			3.8	63.7	0.8	11.4	0.9	23.1
Mathematics	1	24.5			1.1	19	0.8	12.1	0.5	13.7

Overall, Buice Elementary has done well to maintain consistent staffing levels and continues to attract new teachers, particularly those in their first five years. However, the school faces **a critical challenge in retaining teachers beyond the early-career stage**, with sharp declines among those in the **6–20 year experience range**. This creates a potential gap in campus stability, mentorship, and instructional expertise, which could impact student learning and the overall school culture if not addressed.

Science	0.6	15.1			0.3	4.8	1.4	19.6	0.5	11.9
Social Studies	0.6	15.1			0.4	6	0.9	13.5	0.8	21.3
1 - 5 Years Professional Experience	8.1	19.1	7	16.7	6	15	11	26.2	17	41.8
All Core Subjects	5.8	71.5	5.7	81.3	5.7	94.2	7.4	67	10.1	59.1
English Language Arts	1.5	19	2.5	35.8	2.5	41.8	2.5	22.8	2.4	14.3
Mathematics	3.6	44.4	2.5	35.6	2.2	36.7	1.7	15.4	1.7	10.2
Science	0.3	4.1	0.3	5	0.5	7.9	1.3	11.5	3	17.8
Social Studies	0.3	4.1	0.3	5	0.5	7.9	1.9	17.4	2.9	16.9
6 - 10 Years Professional Experience	14.6	34.4	14.8	35.2	12.2	30.4	5.1	12.1	6.6	16.2
All Core Subjects	13.7	93.7	13.6	91.9	9.7	79.5	2.8	54.3	3.5	53.2
English Language Arts	7.6	51.9	8	53.9	4.8	39.1	0.9	18	1.9	27.8
Mathematics	3.1	21.5	2.9	19.4	3.1	25.2	0.8	15.1	1	15.3
Science	1	7.1	1.3	8.6	0.9	7.2	0.5	10.6	0.2	2.5
Social Studies	1.9	13.3	1.5	10	1	8	0.5	10.6	0.5	7.5
11 - 20 Years Professional Experience	7.7	18.1	12	28.6	9	22.4	14.5	34.5	7.3	17.9

Overall, Buice Elementary has done well to maintain consistent staffing levels and continues to attract new teachers, particularly those in their first five years. However, the school faces **a critical challenge in retaining teachers beyond the early-career stage**, with sharp declines among those in the **6–20 year experience range**. This creates a potential gap in campus stability, mentorship, and instructional expertise, which could impact student learning and the overall school culture if not addressed.

All Core Subjects	4.8	62.3	8.8	73	5.7	63.6	6.4	44.5	3.3	44.8
English Language Arts	1.1	14	2.2	17.9	2	22.4	1	6.7	0.3	4.6
Mathematics	1.4	17.9	3.6	30.1	2.9	31.7	2.7	18.8	1.9	26.5
Science	2.2	28.6	2	16.6	0.5	5.3	1.8	12.3	0.7	9.2
Social Studies	0.1	1.8	1	8.4	0.4	4.2	1	6.7	0.3	4.6
21 - 30 Years Professional Experience	6.1	14.4	6.2	14.8	5.5	13.7	2.2	5.2	3.4	8.4
All Core Subjects	3.9	64.6	3	47.9	1.9	35.2	0.7	30.6	0.7	19.9
English Language Arts	2.3	37.7	1.9	30.1	1	17.8	0	0	0	0
Mathematics	1.2	20.3	1	15.9	0	0	0.2	7.7	0.3	9.9
Science	0.1	0.9	0	0	1	17.4	0.2	11.5	0.3	9.9
Social Studies	0.3	5.6	0.1	1.9	0	0	0.2	11.5	0	0
Over 30 Years Professional Experience			2	4.8	1.4	3.5	2.3	5.5	2.4	5.9
All Core Subjects			1	49.1	1	70.4	0.8	32.8	0.9	36.6
English Language Arts			0	0	0	0	0.3	10.9	0.2	9.1

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Mathematics			0.9	43.9	1	70.4	0.1	5.5	0.2	9.1
Science			0.1	5.3	0	0	0	0	0.2	9.1
Social Studies			0	0	0	0	0.4	16.4	0.2	9.1
Total Teacher FTEs	42.5	100	42	100	40.1	100	42	100	40.7	100

Staff Quality, Recruitment, and Retention Strengths

Buice continues to attract new teachers and staff all grade levels and content areas.

3 teachers certified under DOI were able to complete their requirements for certification and become certified over the course of the school year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The majority of teachers are in years 1-5 of their teaching career and 18 teachers are in the certification process.

Root Cause: Teacher retention at Buice Elementary is challenged by the loss of mid- and veteran-level teachers (6-20 years of experience), leaving a growing concentration of early-career staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

MAP Data

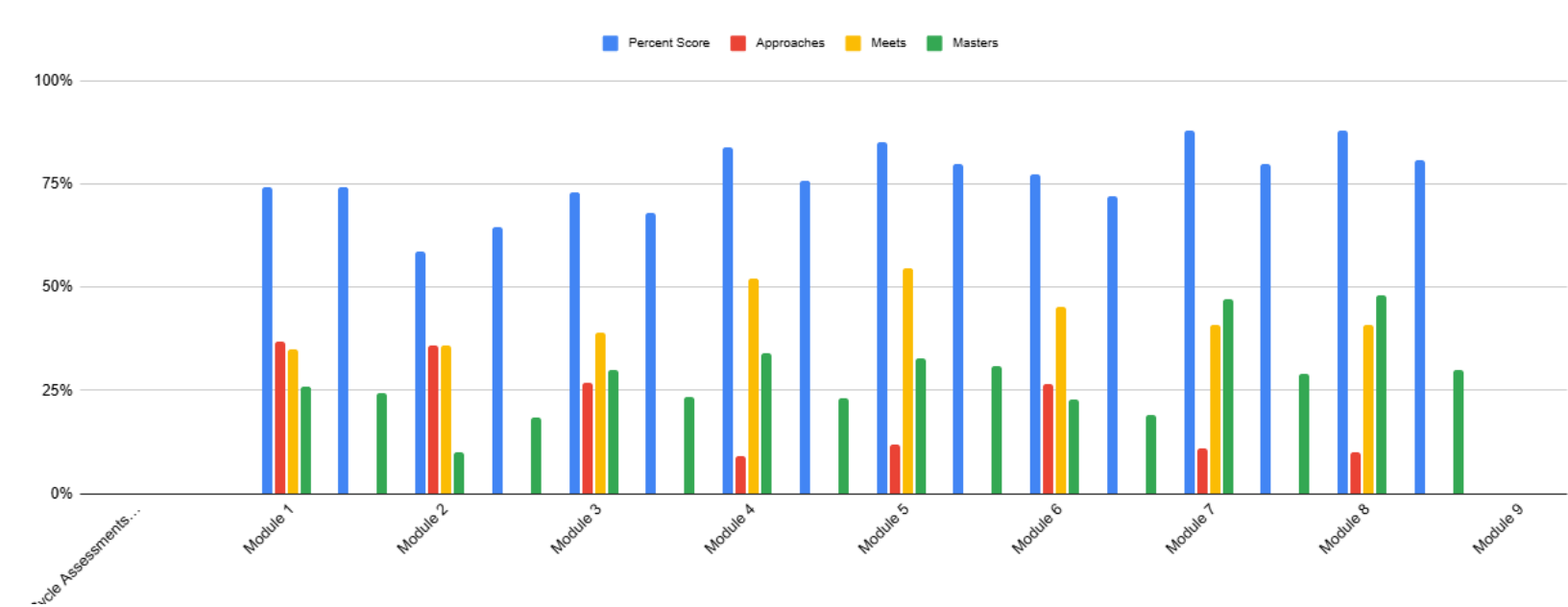
* This report will change as students enroll throughout the school year				
BOY FALL-MOY Winter				
		BOY- Math	BOY- Reading	MOY- Science
Kindergarten	Arrendondo	86	59	
	Encinas	55	35	
	Greyson	58	62	
	McGee	91	73	
	Self	30	29	
First	Alvarez	26	16	
	Casarez	48	23	
	Gornelius	29	23	
	Ramirez	17	46	
	Renfro	52	22	
Second	Ghovez	50	55	
	Garcia	48	44	
	Reed	43	43	
	Lawrence	55	37	
	Moduleno	26	50	
	Vasquez	57	82	

Third	Meise	61	46	39
	Skeens	52	50	43
	Snyder	44	46	40
	DeLeon	46	39	46
	Marquez	50	36	41
	Rodriguez	44	44	18
Fourth	Grimsley	55	55	67
	Gutierrez	60	68	52
	Mosee	55	36	55
	Valerio	46	50	75
	Moss	32	59	59
	Fosselt	14	35	48
Fifth	Kelly	32	27	68
	Puente	33	26	52
	Root	40	31	42
	Dameron	25	39	38
	Rivers	25	18	54
		42.88	41.88	49.67

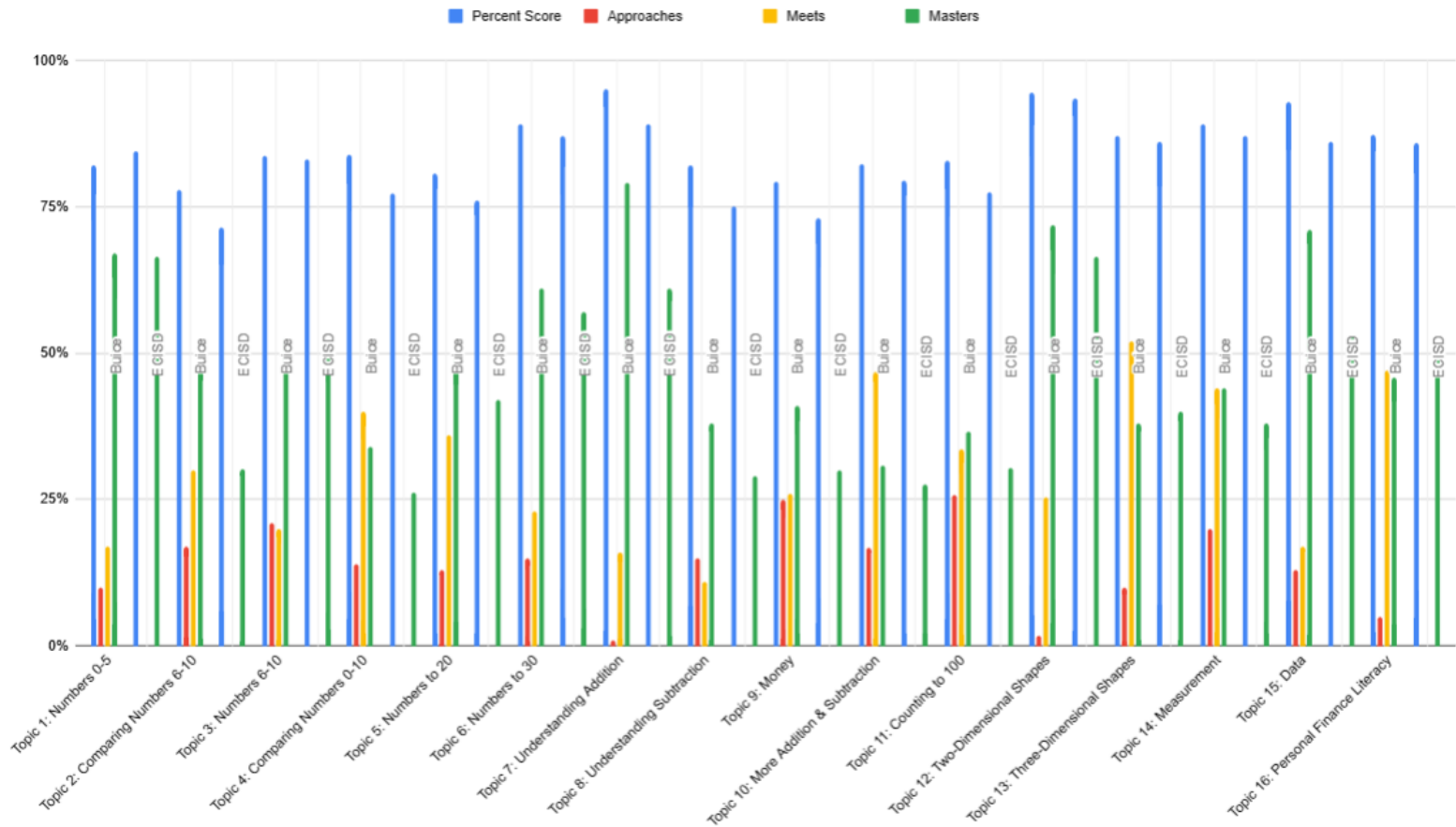
		EOY Spring- EOY Spring 2025		
		Math	Reading	Science
Kindergarten	Arredondo	85	67	
	Encinas	79	42	
	Greyson	67	44	
	McGee	91	52	
	Self	76	36	
	Alvarez	20	7	
	Casarez	48	39	
	Cornelius	39	64	
	Ramirez	50	58	
	Refro	38	25	
Second	Chavez	65	70	
	Garcia	46	67	
	Lawrence	65	50	
	Madaleno	38	29	
	Reed	50	50	
	Vasquez	70	71	
Third	DeLeon	68	42	71
	Snyder	76	48	42
	Melae	60	57	67
	Skeens	40	60	50
	Rodriguez	37	62	50
	Marquez	43	33	60
	Gutierrez	88	75	71
	Grimsley	65	57	71
	Mosser	73	64	73

Fourth	Moss	56	44	48
	Valerio	61	56	52
	Fossett	57	27	48
Fifth	Rivers	32	54	50
	Dameron	24	35	48
	Root	25	46	67
	Puente	31	24	48
Fifth	Kelly	27	46	77
		53.8	56.0	58.3
				56.00

Kinder SCA Math



Kinder RLA



1st Grade Math

First Math					
Short Cycle Assessments 2024-2025					
		Percent Score	Approaches (40-69%)	Meets (70-89%)	Masters
Topic 1: Understanding Addition	Buice	77%	18%	31%	44%
	ECISD	73%			39%
Topic 2: Understanding Subtraction	Buice	67%	37%	40%	10%
	ECISD	69%			11%

First Math					
Topic 3: 5 & 10 Relationships	Buice	78%	13%	33%	38%
	ECISD	79%			40%
Topic 4: Addition and Subtraction Facts to 12	Buice	74%	23%	49%	32%
	ECISD	76%			44%
Topic 5: Addition and Subtraction Facts to 20	Buice	77%	21%	40%	30%
	ECISD	76%			24%
Topic 6: More Addition and Subtraction	Buice	66%	33%	43%	13%
	ECISD	64%			16%
Topic 7: Counting and Number Patterns to 100	Buice	78%	17%	28%	41%
	ECISD	77%			28%
Topic 8: Tens and Ones	Buice	83%	12%	21%	61%
	ECISD	78%			47%
Topic 9: Numbers to 120	Buice	79%	13%	42%	37%
	ECISD	80%			39%
Topic 10: Comparing and Ordering Numbers to 120	Buice	73%	22%	28%	40%
	ECISD	73%			39%
Topic 11: Money	Buice	81%	25%	22%	47%
	ECISD	79%			42%
Topic 12: Geometry	Buice	80%	19%	37%	44%
	ECISD	65%			60%
Topic 13: Fractions of Shapes	Buice	86%	12%	38%	49%
	ECISD	86%			44%

First Math							
Topic 14: Measurement		Buice	79%	21%	47%	30%	
		ECISD	78%			26%	
Topic 15: Data		Buice	72%	28%	42%	18%	
		ECISD	79%			32%	
Topic 16: Personal Finance Literacy		Buice	75%	25%	29%	41%	
		ECISD	72%			39%	
First RLA							
Short Cycle Assessments 2024-2025							
		Percent Score	Approaches (40-69%)	Meets (70-89%)	Masters	Cut Score Performance %	Cut Score Performance A-F
Module 1	Buice	68%	24%	41%	24%		
	ECISD	69%			29%		
Module 2	Buice	74%	28%	35%	35%		
	ECISD	71%			31%		
Module 3	Buice	69%	33%	20%	36%		
	ECISD	66%			23%		
Module 4	Buice	74%	31%	25%	41%		
	ECISD	71%			31%		
Module 5	Buice	77%	19%	35%	46%		
	ECISD	76%			43%		
Module 6	Buice	78%	18%	34%	44%		
	ECISD	78%			46%		
Module 7	Buice	76%	21%	29%	45%		
	ECISD	79%			49%		

First RLA							
Module 8	Buice (123)	64%	29%	38%	18%		
	ECISD (1171)	74%			37%		
Module 9	Buice (122)	74%	25%	33%	37%		
	ECISD (286)	76			39		
3rd Grade RLA							
Short Cycle Assessments 2024-2025							
		Percent Score	Approaches	Meets	Masters	Cut Score Performance %	Cut Score Performance A-F
Module 1	Buice	48%	61%	39%	20%	40%	D
	ECISD	49%	57%	40%	23%	40%	D
Module 2	Buice	55%	60%	44%	20%	41%	D
	ECISD	49%	59%	39%	18%	38%	D
Module 3	Buice	47%	54%	42%	11%	36%	D
	ECISD	50%	61%	45%	17%	41%	D
Module 4	Buice	62%	81%	66%	42%	63%	B
	ECISD	53%	75%	50%	23%	49%	C
Module 5	Buice	50%	62%	47%	15%	41%	D
	ECISD	49%	57%	43%	16%	39%	D
Module 6	Buice	44%	53%	31%	11%	32%	F
	ECISD	50%	61%	45%	18%	41%	D
Module 7	Buice	56%	67%	54%	31%	51%	C
	ECISD	56%	69%	56%	29%	51%	C

3rd Grade RLA							
Module 8	Buice (87)	43%	46%	30%	10%	29%	F
	ECISD (305)	44%	49%	32%	10%	30%	F
Module 9	Buice						
	ECISD						
Benchmark	Buice	43%	59%	31%	7%	33%	F
	ECISD	43%	58%	29%	10%	32%	F
STAAR	Buice						
	ECISD						
3rd Grade Math							
Short Cycle Assessments 2024-2025							
		Percent Score	Approaches	Meets	Masters	Cut Score Performance %	Cut Score Performance A-F
Unit 1:	Buice	51%	63%	39%	15%	39%	F
	ECISD	52%	62%	40%	19%	40%	F
Unit 2:	Buice	43%	36%	25%	5%	22%	F
	ECISD	48%	44%	33%	16%	31%	F
Unit 3:	Buice	48%	48%	34%	11%	31%	F
	ECISD	55%	58%	47%	20%	42%	D
Unit 4:	Buice	62%	76%	54%	24%	51%	C
	ECISD	65%	82%	59%	28%	56%	C
Unit 5:	Buice	69%	79%	71%	47%	66%	B
	ECISD	68%	77%	69%	49%	65%	B
Unit 6:	Buice	61%	78%	66%	30%	58%	C
	ECISD	64%	76%	65%	37%	60%	B

3rd Grade Math							
Unit 7:	Buice	54%	67%	49%	17%	44%	D
	ECISD	51%	56%	42%	19%	39%	F
Unit 8:	Buice	55%	61%	39%	18%	39%	F
	ECISD	59%	66%	46%	25%	46%	D
Topic 9:	Buice	50%	58%	37%	17%	37%	F
	ECISD	52%	59%	46%	23%	42%	D
Topic 10:	Buice	54%	70%	51%	20%	47%	C
	ECISD	56%	67%	53%	27%	49%	C
Topic 11:	Buice	66%	79%	68%	40%	62%	B
	ECISD	61%	71%	59%	35%	55%	B
Topic 12:	Buice (139)	59%	71%	55%	30%	52%	C
	ECISD (1336)	57%	66%	54%	29%	50%	C
Benchmark	Buice	42%	42%	17%	1%	20%	F
	ECISD	44%	48%	23%	6%	26%	F
STAAR	Buice						
	ECISD						
Fourth RLA							
Short Cycle Assessments 2024-2025							
		Percent Score	Approaches	Meets	Masters	Cut Score Performance %	Cut Score Performance A-F
Module 1	Buice	45%	55%	34%	6%	32%	D
	ECISD	48%	57%	39%	13%	36%	D

Fourth RLA							
Module 2	Buice	39%	46%	22%	7%	25%	F
	ECISD	46%	57%	34%	11%	34%	D
Module 3	Buice	50%	69%	49%	5%	41%	D
	ECISD	53%	72%	54%	18%	48%	C
Module 4	Buice	46%	50%	38%	10%	33%	D
	ECISD	48%	59%	39%	9%	36%	D
Module 5	Buice	48%	61%	40%	7%	36%	D
	ECISD	54%	72%	53%	17%	47%	C
Module 6	Buice	44%	54%	34%	8%	32%	D
	ECISD	50%	63%	43%	15%	40%	D
Module 7	Buice	61%	80%	63%	33%	59%	B
	ECISD	69%	86%	76%	52%	72%	B
Module 8	Buice						
	ECISD						
Module 9	Buice						
	ECISD						
Benchmark	Buice	44.55%	76.22%	25.17%	6.29%	35.89%	D
	ECISD	44.31%	68.78%	30.61%	10.69%	36.69%	D
STAAR	Buice						
	ECISD						
Fourth Math							
Short Cycle Assessments 2024-2025							

Fourth Math							
		Percent Score	Approaches	Meets	Masters	Cut Score Performance %	Cut Score Performance A-F
Topic 1: Place Value of Whole Numbers & Decimals	Buice	50%	72%	39%	16%	42%	D
	ECISD	52%	73%	44%	19%	46%	D
Topic 2: Addition & Subtraction of Whole Dumbers & Decimals	Buice	61%	83%	59%	35%	59%	B
	ECISD	53%	71%	48%	24%	47%	D
Topic 3: Multiplication of Whole Numbers	Buice	60%	71%	57%	31%	53%	C
	ECISD	58%	66%	55%	32%	51%	C
Topic 4: Division of Whole Numbers	Buice	51%	63%	35%	13%	37%	F
	ECISD	54%	61%	47%	23%	44%	D
Topic 5: All Operations	Buice	65%	79%	70%	42%	64%	B
	ECISD	64%	76%	66%	41%	61%	B
Topic 6: Fractions	Buice	71%	85%	76%	51%	71%	B
	ECISD	69%	81%	73%	49%	67%	B
Topic 7: Data Representation	Buice	73%	89%	81%	53%	56%	C
	ECISD	65%	77%	67%	41%	62%	B
Topic 8: Measurement	Buice (132)	58%	76%	55%	27%	53%	C
	ECISD (1679)	66%	79%	67%	41%	62%	B
Topic 9: Geometry - Points, Lines, & Angles	Buice (140)	69%	76%	69%	42%	62%	B
	ECISD (1547)	67%	74%	62%	38%	58%	B

Fourth Math							
Topic 10: Geometry - Measuring Angles	Buice (141)	63%	78%	56%	33%	56%	C
	ECISD (1741)	67%	77%	69%	46%	64%	B
Topic 11: Making Connections	Buice						
	ECISD						
Topic 12: Essential Understandings of Fractions	Buice						
	ECISD						
Topic 13: Essential Understandings of All Operations	Buice						
	ECISD						
STAAR	Buice						
	ECISD						
Fifth RLA							
Short Cycle Assessments 2024-2025							
		Percent Score	Approaches	Meets	Masters	Cut Score Performance %	Cut Score Performance A-F
Module 1	Buice	52%	68%	46%	15%	43%	D
	ECISD	53%	67%	48%	22%	46%	C
Module 2	Buice	47%	57%	38%	6%	34%	F
	ECISD	51%	64%	43%	15%	41%	D
Module 3	Buice	59%	79%	63%	26%	56%	B
	ECISD	58%	73%	58%	32%	54%	B
Module 4	Buice	57%	74%	53%	29%	52%	C
	ECISD	55%	68%	51%	26%	48%	C

Fifth RLA							
Module 5	Buice	61%	79%	60%	33%	57%	B
	ECISD	56%	72%	57%	30%	53%	C
Module 6	Buice	62%	81%	64%	34%	60%	B
	ECISD	57%	72%	58%	32%	54%	B
Module 7	Buice	66%	88%	74%	43%	68%	B
	ECISD	60%	77%	65%	34%	59%	B
Module 8	Buice						
	ECISD						
Module 9	Buice						
	ECISD						
Benchmark	Buice	50%	73%	38%	15%	42%	D
	ECISD	49%	66%	39%	19%	41%	D
STAAR	Buice						
	ECISD						

Fifth Math							
Short Cycle Assessments 2024-2025							
		Percent Score	Approaches	Meets	Masters	Cut Score Performance %	Cut Score Performance A-F
Topic 1: Extending Whole Number Operations	Buice	54%	70%	52%	25%	49%	C
	ECISD	54%	68%	49%	29%	49%	C
Topic 2: Algebraic Reasoning	Buice	59%	72%	57%	32%	54%	C
	ECISD	55%	64%	53%	25%	47%	D
Topic 3: Financial Literacy	Buice	72%	85%	76%	45%	69%	B
	ECISD	72%	81%	73%	48%	67%	B

Fifth Math							
Topic 4: Extending Decimals	Buice	73%	84%	79%	54%	73%	B
	ECISD	69%	77%	68%	46%	63%	B
Topic 5: Decimal Multiplication & Division	Buice	54%	66%	56%	24%	49%	C
	ECISD	59%	70%	58%	32%	53%	C
Topic 6: Addition & Subtraction of Fractions	Buice	42%	34%	23%	9%	22%	F
	ECISD	50%	48%	37%	19%	35%	F
Topic 7: Multiplication & Division of Whole Numbers by a Fraction	Buice	62%	79%	68%	26%	58%	B
	ECISD	67%	79%	72%	38%	63%	B
Topic 8: Geometry & Measurement	Buice (137)	53%	59%	46%	19%	41%	D
	ECISD (1851)	61%	70%	59%	34%	54%	C
Topic 9: Patterns on a Coordinate Plane	Buice (134)	55%	54%	43%	19%	39%	C
	ECISD (1617)	60%	62%	54%	27%	48%	C
Topic 10: Representing Data	Buice (55)	63%	76%	69%	31%	59%	B
	ECISD (1573)	67%	80%	71%	43%	65%	B
Topic 11: Making Connections	Buice						
	ECISD						
Topic 12: Essential Understandings of Decimals	Buice						
	ECISD						

Fifth Math							
Topic 13: Essential Understandings of Fractions	Buice						
	ECISD						
STAAR	Buice						
	ECISD						
Fifth Science							
Short Cycle Assessments 2024-2025							
		Percent Score	Approaches	Meets	Masters	Cut Score Performance %	Cut Score Performance A-F
Unit 1&2:	Buice	59%	74%	38%	15%	42%	F
	ECISD	59%	64%	44%	26%	45%	F
Unit 3:	Buice	74%	89%	73%	40%	67%	B
	ECISD	71%	81%	66%	44%	63%	C
Unit 4&5:	Buice	56%	53%	38%	32%	41%	F
	ECISD	57%	55%	46%	37%	46%	D
Unit 6&7:	Buice	54%	47%	37%	14%	33%	F
	ECISD	59%	56%	46%	21%	41%	F
Unit 8&9:	Buice (136)	58%	74%	51%	18%	48%	D
	ECISD (1843)	63%	76%	57%	32%	55%	C
Unit 10:	Buice (133)	61%	79%	42%	23%	48%	D
	ECISD (1743)	64%	80%	51%	32%	54%	C
Interim	Buice		42%	11%	4%	19%	F
	ECISD		39%	11%	10%	20%	F

Fifth Science							
STAAR	Buice						
	ECISD						

Curriculum, Instruction, and Assessment Strengths

All gade levels meet weekly for PLCs to plan, analyze data and participate in professional learning.

Teachers utilize disgtrict approved, high quality instructional materials for math, reading, science and social studies

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): There is a lack of follow through when data shows that students are not reaching mastery.

Root Cause: Standards are not being taught to mastery and the data driven instructional process is not being utilized with fidelity.

Family and Community Engagement

Family and Community Engagement Summary

Buice Elementary has an active and effective PTA that works closely with admin to provide attendance and achievement initiatives, fund raise for large projects such as a new pavilion and playground equipment. Parent/Community engagement opportunities include Meet the Teacher, Grade level Parent Orientation in August, and Open House and opportunities to engage with counselors and admin, as well multiple academic nights, music programs, awards assemblies, book fairs, and data meetings. Title One Program meetings include Parent Engagement and Compact meetings.

Family and Community Engagement Strengths

Our active PTA supports attendance and staff morale and fund large projects for the school. They also provide an extra layer of communication with the community through social media, regular updates and opportunities for parents to volunteer.

Buice offers multiple opportunities for parents to engage with the learning community, including parent orientations, open hous, musci programs, PTA sponsored events and curriculum nights.

School Organization

School Organization Summary

The master schedule at Buice allows for all grade level teachers a daily 45 minute conference as well as a weekly 45 minute PLC period. We are exploring options to increase this time to 90 minutes per week.

	2025-2026 Phone List and Master Schedule										
	Name			Phone	Room	PE	Music	Stem/Lib	Recess/Lunch		Table/ Side
	Kinder										
Lindsey	Self				C117	12:20-1:05 T, Th, F	M	W	10:30	10:50-11	1A
Michelle	Gillam				C108	12:20-1:05 M, W, F	T	TH	10:30	10:50-11	1B
Loetha	Greyson				C118	12:20-1:05 M, T, Th	W	F	10:35	10:55-11	2A
Shayna	Mathews				C115	12:20-1:05 T, W, F	TH	M	10:35	10:55-11	2B
Courtney	Defoor				C107	12:20-1:05 M, W, Th	F	T	10:40	11:00-11	3A
	1st										
Vanessa	Ramos				D109	1:05-1:50 T, Th, F	M	W	10:40	11:00-11:	3B
Rosanna	Casarez				C127	1:05-1:50 M, W, F	T	Th	10:45	11:05-11:2	4A
Stephanie	Dominguez				C131	1:05-1:50 M. T, Th	W	F	10:45	11:05-11:2	4B
Aaron	Carrillo				C129	1:05-1:50 T, W, F	Th	M	10:50	11:10-11:3	1A
Stormy	McPherson				C130	1:05-1:50 M, W, Th	F	T	10:50	11:10-11:3	1B
	2nd										
Adrianna	Garcia				D122	1:50-2:35 T, Th, F	M	W	10:55	11:15-11:3	2A
Alejandra	Valdez				D121	1:50-2:35 M, W, F	T	TH	10:55	11:15-11:3	2B
Mayra	Vasquez				D111	1:50-2:35 M, T, Th	W	F	11:00	11:20-11:	3A
Princilla	Carmona				D110	1:50-2:35 T, W, F	Th	M	11:00	11:20-11:	3B
Tanya	Sanchez, T				D113	1:50-2:35 M, W, Th	F	T	11:05	11:25-11:4	4A
Mariah	Sanchez, M					1:50-2:35 Split	Split	Split	11:05	11:25-11:4	4B
	3rd										
Yurissa	Rodrigue		ELA/SS		E233	9:15-10:00 T, Th, F	M	W	11:10	11:30-11:4	1A
Jessica	Aragon		MATH/ SC		E234	9:15-10:00, Split	Split	Split	11:10	11:30-11:4	1B
Kimberlie	Snyder		MATH/ SC		E232	9:15-10:00 M, W, F	T	Th	11:15	11:35-11:4	2A

	2025-2026 Phone List and Master Schedule													
Briseyda	DeLeon		ELA/SS		E230	9:15-10:00 M, T, Th	W	F	11:15	11:35-11:50	2B			
Krisandra	Skeens		RLA/SS		E209	9:15-10:00 T, W, F	Th	M	11:20	11:40-12:00	3A			
April	Meise		MATH		E222	9:15-10:00 M, W, Th	F	T	11:20	11:40-12:00	3B			
4TH	4th													
Gabriella	Marquez		MATH		E220	10:00-10:45 T, Th, F	M	W	11:25	11:45-12:00	4A			
Cynthia	Melgoza		ELA		E218	10:00-10:45 M, W, F	T	Th	11:25	11:45-12:00	4B			
Holly	Fossett		SC/SS			10:00-10:45 Split	Split	Split	11:30	11:50-12:00	1A			
Katrina	Mosee		SC/SS		E221	10:00-10:45 M, T, Th	W	F	11:30	11:50-12:00	1B			
Margarita	Grimsley		MATH		E210	10:00-10:45 T, W, F	Th	M	11:35	11:55-12:00	2A			
Kristie	Winchell		ELA		E211	10:00-10:45 M, W, Th	F	T	11:35	11:55-12:00	2B			
	5th													
Angelica	Root		ELA/SS		F221	8:30-9:15 T, Th, F	M	W	11:40	12:00-12:05	3A			
Dailynn	Puente		MATH		F214	8:30-9:15 M, W, F	T	Th	11:40	12:00-12:05	3B			
Malinda	Kelly		Sci		F221	8:30-9:15 M, T, Th	W	F	11:45	12:05-12:10	4A			
Karin	Lucero		Sci			8:30-9:15 Split	Split	Split	11:45	12:05-12:10	4B			
Danielle	Dameron		Math/Sc		E202	8:30-9:15 T, W, F	Th	M	11:50	12:10-12:15	1A			
Norma	Rivers		ELA/SS		F212	8:30-9:15 M, W, Th	F	T	11:50	12:10-12:15	1B			
	Special Areas													
SPED		Counselor		Specials										
Tonya	Randall	Angelique	Howard	Ashliegh	Johnson									
Christie	Allen	Tyrisha	Stricklin	Ashley	Gutierrez									
Lucero	Garcia	Dyslexia		Bethany	Clark									
Kaetlin	Hammit	Christine	Dockall											
Sierra	Acosta	Angelia	Foster											

School Organization Strengths

Time built into the schedule for a 45 minute PLC period in addition to 5 45 minute conferences weekly; guidance lessons are incorporated into the daily schedule.

The 3-5 has a departmentalized schedule to allow teachers to focus on a specific contents.

Technology

Technology Summary

Buice is a 1:1 campus with students in grades K-1 having an individual ipad to use for educational programs such as iReady, ST Math, and My Math Academy and grades 2-5 having a chromebook assigned to them to utilize programs such as iReady and ST Math and Penda for Science. All text books are also accessible electronically and students use Schoology and SeeSaw for accessing assignments, collaborating or submitting work. Buice has been a 1:1 campus since 2020-2021.

All classrooms and common areas are equipped with a Promethean board which facilitates teacher/student communication and opportunities for students to interact with content.

Buice has a dedicated STEM lab with BeeBots, Ozobots as well as other materials to facilitate coding, which provides opportunities to incorporate standards across the contents.

Technology Strengths

Buice is a 1:1 campus with multiple platforms to facilitate learning.

Students have multiple opportunities to apply content through the use of technology.

Priority Problem Statements

Problem Statement 1: Students at Buice Elementary in grades 3-5 are performing below expectation in all academic areas as well as failing to meet adequate growth.

Root Cause 1: Lack of quality Tier 1 instruction and instructional support

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: There is a lack of follow through when data shows that students are not reaching mastery.

Root Cause 2: Standards are not being taught to mastery and the data driven instructional process is not being utilized with fidelity.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Problem Statement 3: Teacher perception of school climate and leadership have affected instructional integrity and resulted in a significant decline in academic achievement and student growth.

Root Cause 3: Teachers feel a lack of connectedness and trust within the school community and are less able to foster a positive, engaging and inclusive environment for students.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: The needs of our ESL, highly mobile and eco dis students are not being met.

Root Cause 4: Current systems and support structures are not adequately designed or equipped to meet the evolving needs of a highly mobile and frequently transitioning population

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Observation Survey results
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.


Performance Objective 1: By May 2026, the percentage of 3rd-5th grade students performing at Meets on the Math STAAR will increase from 24% (2025) to 35% (2026).



High Priority






Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

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

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

Strategy 2 Details	Reviews			
Strategy 2: High impact targeted tutoring will be implemented during and after school to for Tier 2 support. Strategy's Expected Result/Impact: Improve mastery of math concepts Staff Responsible for Monitoring: Admin Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: Campus will implement high yield math routines such as number talks, spiral review, and problem solving models that are vertically aligned as well as aggressive monitoring strategies to ensure mastery of content. Strategy's Expected Result/Impact: Improve mastery of math concepts Staff Responsible for Monitoring: Admin team, team leads Title I: 2.51, 2.52, 2.53 - 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
	 Moderate Progress			

Strategy 4 Details		Reviews			
Strategy 4: Implement a structured student progress system/use of data folders in grades 3-5 where students regularly set academic goals, participate in data conferences with teachers and parents to review progress, and engage in structured error analysis to identify misconceptions and develop targeted action plans for improvement. Strategy's Expected Result/Impact: Improve student self awareness and mastery of math concepts. Engage parents in the learning process. Staff Responsible for Monitoring: Teachers, team leads and admin Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Oct	Jan	Mar	May
		 Considerable			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:

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

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.



Performance Objective 2: By May of 2026, the percentage of students performing at MEETS or better on 3rd-5th grade reading will increase from 28% to 38% .

Indicators of Success:

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p>Strategy 1: In alignment with district initiatives and the ECISD-approved curriculum, teachers will participate in weekly 45-minute PLCs. These collaborative planning sessions will focus on reviewing student work and assessment data to analyze evidence of learning among all demographics identify misconceptions, and plan targeted instructional next steps.</p> <p>Strategy's Expected Result/Impact: Improve reading comprehension and writing skills</p> <p>Staff Responsible for Monitoring: Teachers, teacher leads, and admin team</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 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	<div><div></div></div> <p>Accomplished</p>			

Strategy 2 Details		Reviews			
Strategy 2: High impact targeted tutoring will be implemented during and after school to for Tier 2 support. Strategy's Expected Result/Impact: Improve reading comprehension and mastery of RLA standards Staff Responsible for Monitoring: Admin team Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Tutoring Pay for Teachers - Title One School-wide - \$8,000		Formative			Summative
		Oct	Jan	Mar	May
		 Some Progress			
Strategy 3 Details		Reviews			
Strategy 3: Campus will implement high yield comprehension and composition routines such as annotation of text and research-based writing strategies that are vertically aligned as well as aggressive monitoring strategies to ensure mastery of content. Strategy's Expected Result/Impact: Increased levels of comprehension and composition Staff Responsible for Monitoring: Teachers, teacher leads and admin team Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
		 Moderate Progress			

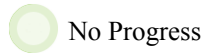
Strategy 4 Details				Reviews																							
<p>Strategy 4: Hire a retired teacher as a part-time tutor to work specifically with 4th and 5th grade students who did not meet standard on STAAR last year.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR growth and students reaching meets on STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p> <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Post position</td><td>HR / Principal</td><td>November</td></tr><tr><td>2</td><td>Hire Tutor</td><td>Principal</td><td>November</td></tr><tr><td>3</td><td>Form tutoring groups of 5 or fewer students</td><td>Teachers 4/5, Principal</td><td>November</td></tr><tr><td>4</td><td>Select materials for tutor to use in small group</td><td>Teachers / Principal</td><td>November</td></tr></table> <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: Student Achievement 1</p> <p>Funding Sources: Part-time Tutor - Title One School-wide - \$15,000</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Post position	HR / Principal	November	2	Hire Tutor	Principal	November	3	Form tutoring groups of 5 or fewer students	Teachers 4/5, Principal	November	4	Select materials for tutor to use in small group	Teachers / Principal	November	Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline																				
				1	Post position	HR / Principal	November																				
2	Hire Tutor	Principal	November																								
3	Form tutoring groups of 5 or fewer students	Teachers 4/5, Principal	November																								
4	Select materials for tutor to use in small group	Teachers / Principal	November																								
Oct	Jan	Mar	May																								
<div><div></div>No Progress</div>																											

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The needs of our ESL, highly mobile and eco dis students are not being met. Root Cause: Current systems and support structures are not adequately designed or equipped to meet the evolving needs of a highly mobile and frequently transitioning population
Student Achievement
Problem Statement 1: Students at Buice Elementary in grades 3-5 are performing below expectation in all academic areas as well as failing to meet adequate growth. Root Cause : Lack of quality Tier 1 instruction and instructional support



Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.






Performance Objective 3: By May of 2026, the percentage of 5th grade students performing at Meets or better on Science STAAR will increase from 8% to 20%

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

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

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

Strategy 3 Details	Reviews			
Strategy 3: 3rd-5th grade teachers will utilize district provided resources and inquiry based learning during science activities 40% (2 out of 5 days/week) of the time during the designated science block. Strategy's Expected Result/Impact: Improve mastery of science content and skills Staff Responsible for Monitoring: science teachers and admin Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: By May 2026, the percentage of 3rd students reading at or above grade level will increase from 31% to 40% by May of 2026 as measured by EOY to EOY MAP data.






Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

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

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

Strategy 2 Details		Reviews			
Strategy 2: Implement a structured student progress system/ use of data folders in grades K-3 where teachers and students regularly set academic goals, participate in data conferences with teachers and parents to review progress, and engage in structured error analysis to identify misconceptions and develop targeted action plans for improvement. Strategy's Expected Result/Impact: Improve reading comprehension for all students Staff Responsible for Monitoring: teachers, team leads and admin Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Oct	Jan	Mar	May
		 Some Progress			
Strategy 3 Details		Reviews			
Strategy 3: Practice and support targeted, small group instruction in grades K-3 utilizing district framework, iReady data and lessons. Strategy's Expected Result/Impact: Increase # of students reading at grade level in grades K-3. Staff Responsible for Monitoring: Teachers, admin and team leads. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Oct	Jan	Mar	May
		 Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: Ensure the implementation of a comprehensive daily literacy program that includes a consistent 90-minute reading block combining whole-group and small-group instruction in phonics, vocabulary, fluency, and comprehension; targeted Tier 2/Tier 3 interventions based on frequent progress monitoring; explicit vocabulary and comprehension strategy instruction; and access to high-interest, leveled texts that reflect student interests and promote engagement. Strategy's Expected Result/Impact: Improve reading comprehension Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 2: K-2 teachers will utilize rsearch-based phonic strategies and resources to provide high quality instruction of foundational skills.

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: iReadu diagnostic,MAP, and Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: Teachers in grades K-5 will use iReady diagnotic data and iReady lessons to support small group instruction. Strategy's Expected Result/Impact: increase the number students reading on or above grade level by 3rd grade. Staff Responsible for Monitoring: admin team and lead teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Teachers in grades K-2 will use Saxon Phonics to provide high quality phonics instruction. Strategy's Expected Result/Impact: increase percentageof students reading on or above grade level.	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> 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 1: School Connectedness as measured by the Student Panorama Survey will increase from 52% to 70%

Indicators of Success:

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

Evaluation Data Sources: Panorama Survey, Daily Attendance Rates

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

Strategy 3 Details	Reviews			
Strategy 3: Utilize the iLead SEL curriculum a minimum of 30 minutes weekly in grades K-5 to reduce the number of discipline referrals and build positive peer to peer and peer to staff relationships. Strategy's Expected Result/Impact: Increase student connectedness as well as discipline infractions. Staff Responsible for Monitoring: Counsleors, teachers and Admin - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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 2: Increase use of AVID strategies and percentage of AVID trained staff.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Evidence of student work in AVID, AVID rubrics and AVID training logs

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



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 3: Student daily attendance will improve from 93.6% to 95%.

Indicators of Success:

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







Evaluation Data Sources: Average daily attendance rates

Strategy 1 Details		Reviews			
Strategy 1: Parents will be contacted daily regarding any unexcused absences a student may have by attendance clerks. Campus will utilize the COC for outreach and will follow district truancy prevention measures at each level. Strategy's Expected Result/Impact: Increase parental awareness of the importance of attendance, improve daily attendance and improve school connectedness. Staff Responsible for Monitoring: admin, counselors, teachers, attendance clerks and COC Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	May
		 Some Progress			
Strategy 2 Details		Reviews			
Strategy 2: Encourage student attendance through incentives, celebrations and guidance services and daily individual tracking of attendance. Strategy's Expected Result/Impact: Increase student awareness of attendance and motivate students to strive for improved attendance. Staff Responsible for Monitoring: Teachers, attendance clerks, counselors, and admin. - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	May
		 Moderate Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Board Goal 4: Classroom Excellence

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



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






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

Board Goal 4: Classroom Excellence

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

Evaluation Data Sources: TAPR report, HR staffing report







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

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

Board Goal 4: Classroom Excellence







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

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

Strategy 1 Details	Reviews			
Strategy 1: Campus will implement the Emergent Tree Framework based on the Emergent Tree implementation plan Strategy's Expected Result/Impact: Strengthen campus wide routines and procedures and create pathways for teachers to provide positive behavior interventions. Staff Responsible for Monitoring: Admin, Emergent tree team, and counselors. Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Incorporate monthly team building activities, collaborative decision making opportunities and wellness initiatives for staff to strengthen staff morale.	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Board Goal 5: Culture of Excellence

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

Strategy 1 Details		Reviews			
Strategy 1: Administrators will utilize a schedule to ensure walkthroughs for every classroom occur weekly and deliver feedback within 24 hours of classroom observations and engage in coaching conversations with teachers as needed. Strategy's Expected Result/Impact: Improved student outcomes and teacher performance; increased satisfaction with feedback and coaching Staff Responsible for Monitoring: Admin team Title I: 2.51, 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
		 Moderate Progress			
Strategy 2 Details		Reviews			
Strategy 2: Utilize focused and calibrated walkthrough practices as an admin team so that feedback is consistent and aligned to needs of the campus. Strategy's Expected Result/Impact: Build effective practices and routines in classrooms across the campus. Staff Responsible for Monitoring: Admin team Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	May
		 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					



Performance Objective 1 Problem Statements:






School Culture and Climate

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

Board Goal 5: Culture of Excellence

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

Strategy 1 Details	Reviews			
Strategy 1: Campus will implement the Emergent Tree Framework based on the Emergent Tree implementation plan. Strategy's Expected Result/Impact: Strengthen campus wide routines and procedures and create pathways for teachers to provide positive behavior interventions. Staff Responsible for Monitoring: Admin, Emergent Tree team and counselors Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Provide monthly guidance lessons to all grade levels based on master schedule and guidance curriculum. Strategy's Expected Result/Impact: improve student/peer relations and provide students with SEL skills Staff Responsible for Monitoring: Admin and counselors Title I: 2.53	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			

Strategy 3 Details		Reviews			
Strategy 3: Increases opportunities for students to engage in leadership opportunities, such as classroom and campus jobs and Bison Ambassadors. Strategy's Expected Result/Impact: Develop leadership skills in students and foster a sense of value and purpose. Staff Responsible for Monitoring: Counselors and teachers Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	May
		 Moderate Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					







Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The needs of our ESL, highly mobile and eco dis students are not being met. Root Cause: Current systems and support structures are not adequately designed or equipped to meet the evolving needs of a highly mobile and frequently transitioning population
School Culture and Climate
Problem Statement 1: Teacher perception of school climate and leadership have affected instructional integrity and resulted in a significant decline in academic achievement and student growth. Root Cause: Teachers feel a lack of connectedness and trust within the school community and are less able to foster a positive, engaging and inclusive environment for students.

Board Goal 5: Culture of Excellence

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



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






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

Board Goal 5: Culture of Excellence

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

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

Strategy 1 Details	Reviews			
Strategy 1: Implement use of iLead curriculum for a minimum of 30 minutes per week. Strategy's Expected Result/Impact: Improve students' SE well being - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Use AVID WICOR strategies to increase engagement of students and opportunities for deeper understanding of curriculum. Strategy's Expected Result/Impact: Improve student engagement and sense of responsibility for learning. Title I: 2.51 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			

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

RDA Strategies

Board Goal	Objective	Strategy	Description
2	1	2	Implement a structured student progress system/ use of data folders in grades K-3 where teachers and students regularly set academic goals, participate in data conferences with teachers and parents to review progress, and engage in structured error analysis to identify misconceptions and develop targeted action plans for improvement.

Targeted Support Strategies

Board Goal	Objective	Strategy	Description
1	1	2	High impact targeted tutoring will be implemented during and after school to for Tier 2 support.
1	1	4	Implement a structured student progress system/use of data folders in grades 3-5 where students regularly set academic goals, participate in data conferences with teachers and parents to review progress, and engage in structured error analysis to identify misconceptions and develop targeted action plans for improvement.
2	1	1	In alignment with district initiatives and the ECISD-approved curriculum, teachers will participate in weekly 45-minute PLCs. These collaborative planning sessions will focus on reviewing student work and assessment data to analyze evidence of learning, identify misconceptions, and plan targeted instructional next steps.
2	1	2	Implement a structured student progress system/ use of data folders in grades K-3 where teachers and students regularly set academic goals, participate in data conferences with teachers and parents to review progress, and engage in structured error analysis to identify misconceptions and develop targeted action plans for improvement.
2	1	3	Practice and support targeted, small group instruction in grades K-3 utilizing district framework, iReady data and lessons.

Additional Targeted Support Strategies

Board Goal	Objective	Strategy	Description
1	1	2	High impact targeted tutoring will be implemented during and after school to for Tier 2 support.
1	1	4	Implement a structured student progress system/use of data folders in grades 3-5 where students regularly set academic goals, participate in data conferences with teachers and parents to review progress, and engage in structured error analysis to identify misconceptions and develop targeted action plans for improvement.
2	1	1	In alignment with district initiatives and the ECISD-approved curriculum, teachers will participate in weekly 45-minute PLCs. These collaborative planning sessions will focus on reviewing student work and assessment data to analyze evidence of learning, identify misconceptions, and plan targeted instructional next steps.
2	1	2	Implement a structured student progress system/ use of data folders in grades K-3 where teachers and students regularly set academic goals, participate in data conferences with teachers and parents to review progress, and engage in structured error analysis to identify misconceptions and develop targeted action plans for improvement.
2	1	3	Practice and support targeted, small group instruction in grades K-3 utilizing district framework, iReady data and lessons.

Campus Funding Summary

Title One School-wide					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Tutoring Pay for Teachers		\$8,000.00
1	2	4	Part-time Tutor		\$15,000.00
Sub-Total					\$23,000.00