

# Ector County Independent School District

## Sam Houston Elementary

### 2025-2026 Campus Improvement Plan

**Accountability Rating: A**

**Distinction Designation**

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Sam Houston's enrollment has slightly increased from 440 students in at the end of 2024-2025 to 465 students this current year. The special education population has slightly decreased from 11.2% in 2023-2024 to 9.3% in 2024-2025 of our population. The Economically disadvantaged population has remained about the same with just a slight increase from 88.6% in 2023-2024 to 89.3% in 2024-2025. The student mobility rate has slightly decreased from 27.5% in 2024 to 19.7% in 2025. Attendance is at 92.3% for 2024-2025 which is a 0.4% increase from previous year. Our bilingual population has increased from 41% in 2023-2024 to 47% in 2024-2025.

Staff retention rate has increased from 68% in 2023-2024 to 78% in 2024-2025.

### Demographics Strengths

Staff retention rate has increased from 68% in 2024 to 78% in 2025. This has helped provide more consistent instructional practices across the campus to improve student outcomes.

Enrollment has increased for the current year. Our Hispanic students are the highest ethnic group enrolled, which is consistent with the general population in Odessa.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Student attendance is still below the state average.

**Root Cause:** Parents do not prioritize school attendance over other items and keep students home.

**Problem Statement 2 (Prioritized):** Our economically disadvantaged percentage is 89.6%, compared to the district average of 70%, causing lower attendance rate and making it more difficult to reach student achievement.

**Root Cause:** Families are burdened with trying to make ends meet and do not prioritize school achievement in the family home. Cost of living is high for families.

# Student Achievement

## Student Achievement Summary

In 2022, SH was rated a C campus with a 77 overall score.

In 2023, SH was rated a F campus with a 48 overall score.

In 2024, SH was rated a B campus with a 81 overall score.

In 2025, SH is rated a A campus with a 90 overall score.

STAAR RLA				
3rd grade	Did Not Approach	Approaches	Meets	Masters
2025	27%	73.12%	29.03%	9.68%
2024	55%	44.11%%	19.11%	6%
2023	49%	51%	30%	4%

STAAR RLA				
4th Grade	Did Not Approach	Approaches	Meets	Masters
2025	18%	81.54%	43.08%	10.77%
2024	30.79%	69.21%	41.52%	10.76%
2023	36%	64%	20%	2%

### STAAR RLA

5th Grade				
	Did Not Approach	Approaches	Meets	Masters
2025	25.00%	75.41%	49.18%	29.51%%
2024	26%	73.95%	38.34%	11%
2023	31%	69%	26%	8%

### STAAR MATH

3rd Grade				
	Did Not Approach	Approaches	Meets	Masters
2025	35%	64.52%	22.58%	6.45%
2024	58%	42.02%	14.48%	3%
2023	47%	53%	23%	4%

### STAAR MATH

4th Grade				
	Did Not Approach	Approaches	Meets	Masters
2025	31%	69.23%	46.15%	20%
2024	41.53%	58.46%	32.31%	13.85%
2023	49%	51%	20%	2%

### STAAR MATH

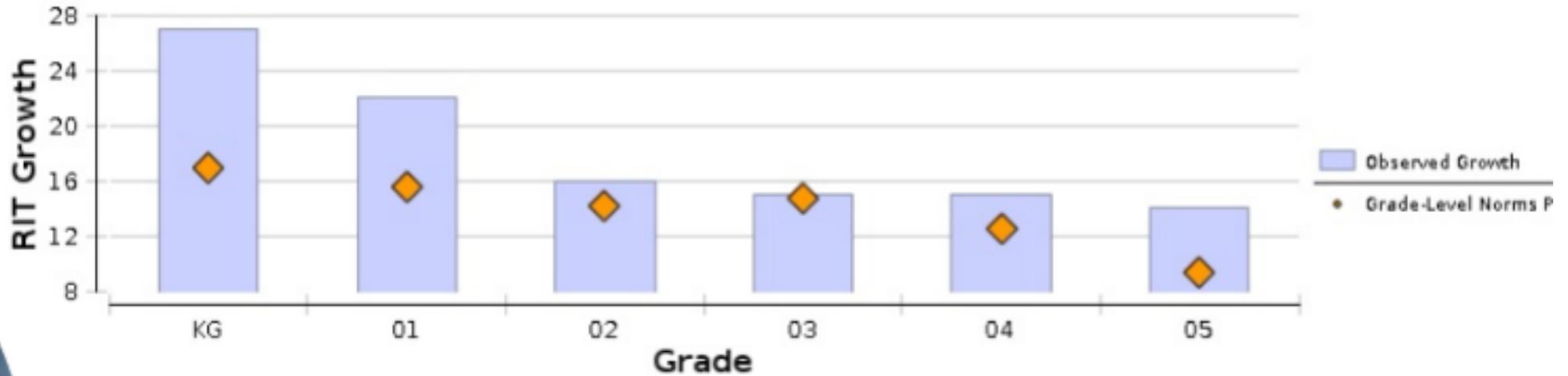
5th Grade				
	Did Not Approach	Approaches	Meets	Masters
2025	21.30%	78.69%	37.70%	13.11%
2024	32.87%	67%	36.97%	2.73%
2023	27%	73%	34%	6%

MAP Fall to spring summary report for 2024-2025 is attached below:

Math: Math K-12

Grade (Spring 2025)	Total Number of Growth Events†	Comparison Periods						Growth Evaluation					
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Number of Students With Growth Projections
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	
KG	61	138.3	10.3	27	165.6	12.5	91	27	1.0	16.9	2.76	99	61
01	79	158.3	13.9	42	180.1	15.3	79	22	1.1	15.6	2.00	98	79
02	64	176.7	12.5	69	192.8	11.3	76	16	0.9	14.2	0.55	71	64
03	84	184.3	12.5	51	199.2	12.1	52	15	1.0	14.8	0.03	51	84
04	62	195.2	12.9	44	210.1	12.3	55	15	0.9	12.5	0.37	65	62
05	56	202.9	16.6	35	217.1	17.0	58	14	1.1	9.3	0.78	78	56

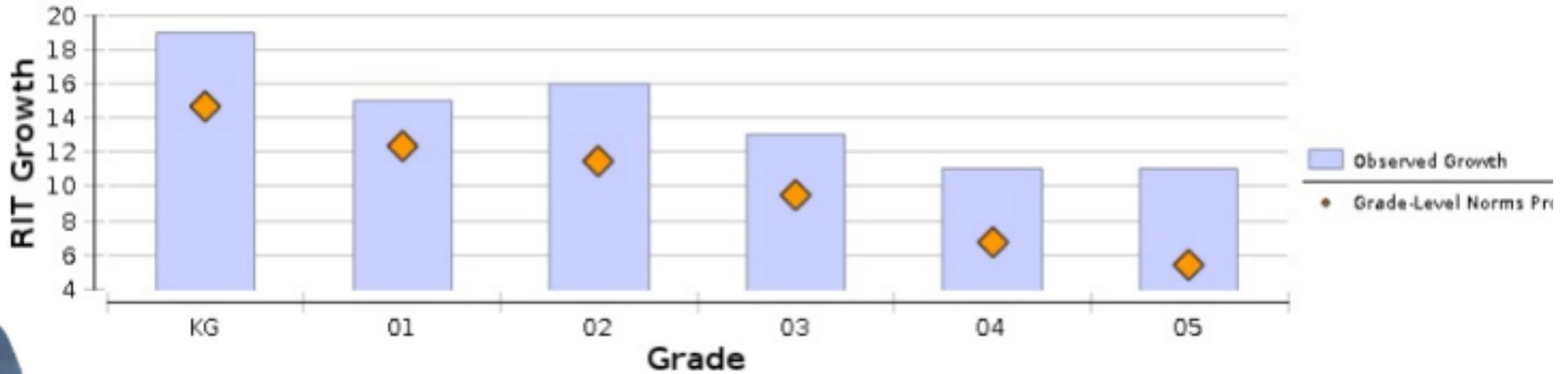
Math: Math K-12





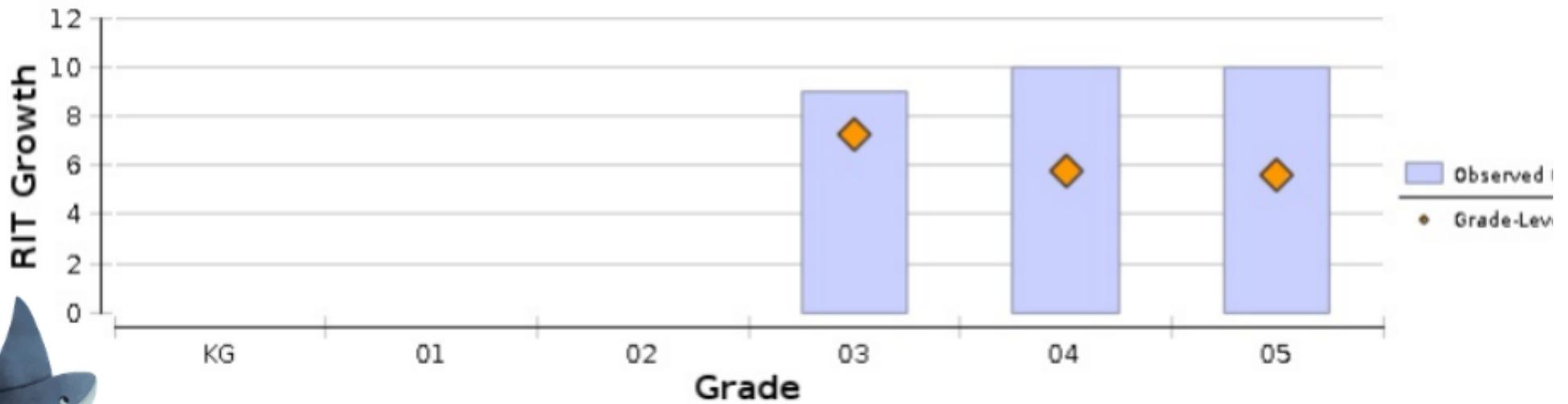
Grade (Spring 2025)	Total Number of Growth Events†	Comparison Periods						Growth Evaluate					
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Number of Students With Growth Projection
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	
KG	59	130.7	10.5	5	150.1	16.6	37	19	1.3	14.6	1.22	89	59
01	79	145.9	15.2	6	160.6	16.9	15	15	1.0	12.4	0.71	76	79
02	64	166.3	16.1	30	181.9	17.3	53	16	1.2	11.4	1.08	86	64
03	84	175.3	17.2	14	188.5	17.5	29	13	1.3	9.4	0.96	83	84
04	62	186.0	18.4	13	197.3	17.0	32	11	1.2	6.7	1.19	88	62
05	56	192.4	21.4	10	202.9	19.4	30	11	1.2	5.4	1.26	90	56

### Language Arts: Reading



Grade (Spring 2025)	Total Number of Growth Events†	Comparison Periods								Growth		
		Fall 2024			Spring 2025			Growth		Grade-Level Norms		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percent
KG	0	**			**			**				
01	0	**			**			**				
02	0	**			**			**				
03	82	182.4	11.1	24	191.1	11.8	34	9	0.9	7.2	0.58	72
04	62	189.7	12.5	20	199.7	12.4	50	10	1.0	5.8	0.96	83
05	56	195.5	15.0	21	205.7	12.1	49	10	1.1	5.6	1.42	92

Science: Science K-12



Student Achievement Strengths

Sam Houston has gains in math and reading STAAR approaches, meets and masters for 2024-2025 as compared to the previous year.

Domain 1: Student achievement grew from a 56 in 2023-2024 to a 67 in 2024-2025. This was an 11 point gain for the campus.

4th and 5th grade reading has the most growth points earned with 5th grade reaching 30% of students at masters, the best Sam Houston has ever performed. The overall growth score for Domain 2A: Academic growth is a 92.

All grade levels showed gains in MAP reading assessments for Fall to Spring reporting.

Closing the gaps domain 3 score increased to an overall 84, meaning gaps are closing for our most at-risk students.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** Science STAAR scores continue to be lower than the district and state average with only 49% approaches and 12% meets standards.

**Root Cause:** Lack of consistent instruction and resources for Science instruction.

# School Culture and Climate

## School Culture and Climate Summary

### Panorama Student SEL Survey for Spring 2025

Sam Houston students in 3rd, 4th and 5th grades participated in the Panorama survey. Supportive Relationships is a strength at 84% overall. Self Efficacy is the highest area of need at 55%, however it was a slight increase from the Fall survey. Our MRA results reflect similar results for Leader In Me.

Sam Houston now has a full time, bilingual Counselor to serve our community.

iLead lessons are being implemented and it is our 4th year of full implementation of Leader In Me with students.

## School Culture and Climate Strengths

Supportive Relationships is at 84% according to Panorama Spring '25 survey for students. Another area of increase was in Rigorous Expectations at 75%.

Sam Houston now has a full time, bilingual Counselor to serve our community.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1 (Prioritized):** According to the Panorama Survey, students lack self-confidence in understanding complicated ideas in class.

**Root Cause:** lack of foundational knowledge and support outside of school

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

ECISD utilizes a variety of recruiting strategies to grow staff, including alternative certification programs, college fairs, Odessa Pathways to Teaching and more. The district provides appropriate professional development for teachers, as does the campus. With the implementation of Opportunity Culture, more teachers have access to a coach/mentor on campus that guides them in planning and lesson delivery. Sam Houston now has 3 MCLs and 1 Team Reach Teacher and 1 Master Team Reach Teacher, as well as an Instructional Specialist for Math that assists administration in implementing effective PLC processes and coaching opportunities for teachers as well as serving student with appropriate interventions.

Sam Houston will have 19 highly qualified teachers, 2 Instructional Facilitators, 1 PE Teacher, 1 Music teacher, 2 Special Education Teachers, 1 Dyslexia Teacher and a Library Clerk.

Staff retention is at 78% for this year.

### Staff Quality, Recruitment, and Retention Strengths

Opportunity Culture has expanded to 3 MCLs and 1 TRT and 1 MTRT and we now have a Math Instructional Specialist.

3 more teachers earned Teacher Incentive Allotment for the 2023-2024 school year and more is expected for the 2024-2025 school year based on data.

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** Quality and consistent professional learning is needed to build PK-2's foundational skills and 3rd-5th grade's skills in providing intensive intervention.

**Root Cause:** there is a large percentage of 1st - 3rd year teachers, especially in bilingual classrooms in k-2; experience is limited and it takes time to coach and strengthen these members to provide adequate intervention.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Research based best practice curriculum, instruction and assessment are integral components of our educational system to meet student needs. Curriculum is aligned for all students in all core content areas and instruction is reinforced with small group intervention and tutoring, dyslexia services, balanced literacy, Lonestar Math and Reading spiraling, and other services. Additionally, resource allocations in the form of textbooks, flexible furniture, supplemental materials and classroom technology use contribute to student performance by providing tools to utilize in the classrooms. Teachers work strategically with each other to plan for the opportunity to close achievement gaps. All assessments are used for early identification of potential student service needs. MTSS systems are in place to assist those students not responding to Tier 1 instruction.

## Curriculum, Instruction, and Assessment Strengths

District frameworks are used with fidelity in all classrooms. MCLs and administrators provide coaching and feedback to teachers consistently, as well as guide the DDI and planning processes for effective instruction.

all 3rd, 4th and 5th grade teachers were able to provide after school tutoring to students in need.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** Sam Houston's student achievement at Meets and Masters categories is still not comparable to the state's achievement levels in Math and Science.

**Root Cause:** There is a lack of consistent implementation of programs, resources, and coaching of teachers.

# Family and Community Engagement

## Family and Community Engagement Summary

Sam Houston offers opportunities during the school year for parents and the community to be involved on campus. Examples include Meet the teacher, grade level orientations, open house, House celebrations, academic nights, leaders' luncheons, student led parent conferences and assemblies. Title One Program meetings include Parent Engagement and Compact meetings in which parents are able to provide campus feedback.

## Family and Community Engagement Strengths

An increase in parents willing to volunteer on campus. This will be a goal this year to have actual VIPs back on campus weekly.

Student led conferences were implemented twice this past year and parents gave great feedback.

## Problem Statements Identifying Family and Community Engagement Needs

**Problem Statement 1:** Parents do not attend our academic nights as well as they do other extra curricular events and the carnivals.

**Root Cause:** Parents do not prioritize academics with their students and they may have conflicting schedules due to work.

# School Organization

## School Organization Summary

Sam Houston will have 3 MCLs serving 1, 4, and 5. A lead teacher will support 2nd grade. The AP and Instructional Specialist will support kinder and 3rd. The MCLs and administrators are assigned staff to coach. They will also facilitate PLCs for planning and data analysis.

## School Organization Strengths

All classroom teachers, PE teacher and Special Education Resource teacher will have a coach this year due to the growth in campus leadership.

## Problem Statements Identifying School Organization Needs

**Problem Statement 1 (Prioritized):** Math in k-3 is a lower performing area.

**Root Cause:** consistent systems and implementation of rigorous lessons in k-2 math

# Technology

## Technology Summary

All students are issued an iPad or Chromebook. All classrooms are equipped with a Promethean Board.

7 Sam Houston staff have completed the first phase of Blended Learning courses. We will be in first phase of implementing blended learning across the campus.

## Technology Strengths

All students and teacher have access to laptops and Promethean Boards.

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** student differentiated instruction is not as strong as needed to reach all needs of students, especially in the area of enrichment

**Root Cause:** lack of professional development in individualized instruction.

# Priority Problem Statements

**Problem Statement 1:** Quality and consistent professional learning is needed to build PK-2's foundational skills and 3rd-5th grade's skills in providing intensive intervention.

**Root Cause 1:** there is a large percentage of 1st - 3rd year teachers, especially in bilingual classrooms in k-2; experience is limited and it takes time to coach and strengthen these members to provide adequate intervention.

**Problem Statement 1 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 2:** Student attendance is still below the state average.

**Root Cause 2:** Parents do not prioritize school attendance over other items and keep students home.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Our economically disadvantaged percentage is 89.6%, compared to the district average of 70%, causing lower attendance rate and making it more difficult to reach student achievement.

**Root Cause 3:** Families are burdened with trying to make ends meet and do not prioritize school achievement in the family home. Cost of living is high for families.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** According to the Panorama Survey, students lack self-confidence in understanding complicated ideas in class.

**Root Cause 4:** lack of foundational knowledge and support outside of school

**Problem Statement 4 Areas:** School Culture and Climate

**Problem Statement 5:** Sam Houston's student achievement at Meets and Masters categories is still not comparable to the state's achievement levels in Math and Science.

**Root Cause 5:** There is a lack of consistent implementation of programs, resources, and coaching of teachers.

**Problem Statement 5 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 6:** Math in k-3 is a lower performing area.

**Root Cause 6:** consistent systems and implementation of rigorous lessons in k-2 math

**Problem Statement 6 Areas:** School Organization

**Problem Statement 7:** student differentiated instruction is not as strong as needed to reach all needs of students, especially in the area of enrichment

**Root Cause 7:** lack of professional development in individualized instruction.

**Problem Statement 7 Areas:** Technology

**Problem Statement 8:** Science STAAR scores continue to be lower than the district and state average with only 49% approaches and 12% meets standards.

**Root Cause 8:** Lack of consistent instruction and resources for Science instruction.

**Problem Statement 8 Areas:** Student Achievement

# 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 % of scholars performing at the MEETs level on 3rd, 4th and 5th Math STAAR will increase from 35% to 45%.

**Indicators of Success:**

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, 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:** MAP End of Year assessment

Iready Diagnostics  
District Checkpoints

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), internalize lesson plans, implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers increased instructional effectiveness and increased student achievement in Math.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers MCLs Administrators</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 - School Organization 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> K-5 classroom teachers will target at risk populations in small group and ensure the use of iReady at least 60 minutes per week; and the campus Math Instructional Specialist will support novice teachers with planning and assist with student intervention groups. 4-5 grade will utilized Read 180 and ST math for 1416 kids.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth as measured on MAP BOY to MAP EOY and STAAR growth for 4th and 5th grade.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Math Instructional Specialist MCL Administrators</p> <p><b>Title I:</b> 2.51, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 - School Organization 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Initiate the implementation of blended learning in at least 50% of the campus classrooms and select a campus Blended Learning Site team that will support teachers in this new initiative.</p> <p><b>Strategy's Expected Result/Impact:</b> More individualized lessons for students. Increased student engagement and academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Blended learning site team Administrators Instructional Specialist District Blended learning support team</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> School Organization 1 - Technology 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:**

**Curriculum, Instruction, and Assessment**

**Problem Statement 1:** Sam Houston's student achievement at Meets and Masters categories is still not comparable to the state's achievement levels in Math and Science. **Root Cause:** There is a lack of consistent implementation of programs, resources, and coaching of teachers.

**School Organization**

**Problem Statement 1:** Math in k-3 is a lower performing area. **Root Cause:** consistent systems and implementation of rigorous lessons in k-2 math

**Technology**

**Problem Statement 1:** student differentiated instruction is not as strong as needed to reach all needs of students, especially in the area of enrichment **Root Cause:** lack of professional development in individualized instruction.

**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 2026, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 40% to 45%.

**Indicators of Success:**

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, 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 End of Year assessment

Iready Diagnostics  
District Checkpoints

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), internalize lesson plans, implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers increased instructional effectiveness and increased student achievement in Reading.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers MCLs Administrators</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> K-5 classroom teachers will target at risk populations in small group instruction and they will utilize I-Ready 2 times a week for 30 minutes; Blended Learning in the beginning stages; and adhere to the ECISD ELAR Framework.</p> <p><b>Strategy's Expected Result/Impact:</b> IReady lessons passed at 70% or higher (2-3 lessons a week) Checkpoint monitoring meets percentage</p> <p><b>Staff Responsible for Monitoring:</b> Teachers MCLs Administrators</p> <p><b>Title I:</b> 2.51, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Technology 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Initiate the implementation of blended learning in at least 50% of the campus classrooms and select a campus Blended Learning Site team that will support teachers in this new initiative.</p> <p><b>Strategy's Expected Result/Impact:</b> More individualized lessons for students. Increased student engagement and academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Blended learning site team Administrators Instructional Specialist District Blended learning support team</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Technology 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 2 Problem Statements:**

**Staff Quality, Recruitment, and Retention**

**Problem Statement 1:** Quality and consistent professional learning is needed to build PK-2's foundational skills and 3rd-5th grade's skills in providing intensive intervention. **Root Cause:** there is a large percentage of 1st - 3rd year teachers, especially in bilingual classrooms in k-2; experience is limited and it takes time to coach and strengthen these members to provide adequate intervention.

**Technology**

**Problem Statement 1:** student differentiated instruction is not as strong as needed to reach all needs of students, especially in the area of enrichment **Root Cause:** lack of professional development in individualized instruction.

**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 the MEETS level on Science STAAR will increase from 12% to 25%.

**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:** MAP End of Year assessment

District Checkpoints

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Internalizing instruction), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers increased instructional effectiveness and increased student achievement in Science.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers MCLs Administrators</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers in 3rd, 4th and 5th grades will use Lone Star Science Structures to support a daily spiral review of critical standards in Science.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement in Science. Increased student achievement in Science.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers MCLs</p> <p><b>Title I:</b> 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1</p> <p><b>Funding Sources:</b> Lone Star Science Structure licenses - Title One School- Improvement - \$4,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 3 Problem Statements:**

Curriculum, Instruction, and Assessment
<p><b>Problem Statement 1:</b> Sam Houston's student achievement at Meets and Masters categories is still not comparable to the state's achievement levels in Math and Science. <b>Root Cause:</b> There is a lack of consistent implementation of programs, resources, and coaching of teachers.</p>

**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 K-3 achieving or exceeding their READING RIT goal will increase from 42% to 47%.

**Indicators of Success:**

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

**Evaluation Data Sources:** MAP reading assessment  
checkpoints  
iReady diagnostics

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> K-3 teachers will effectively implement guided reading structures and leveled literacy intervention groups daily.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased reading fluency and comprehension for students. Increased academic performance in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers MCLs Administrators</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p><b>Problem Statements:</b> Demographics 2 - Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Initiate the implementation of blended learning in at least 50% of the campus classrooms and select a campus Blended Learning Site team that will support teachers in this new initiative.</p> <p><b>Strategy's Expected Result/Impact:</b> More individualized lessons for students. Increased student engagement and academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers blended learning site team administrators District blended learning team</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 - Technology 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Our economically disadvantaged percentage is 89.6%, compared to the district average of 70%, causing lower attendance rate and making it more difficult to reach student achievement. <b>Root Cause:</b> Families are burdened with trying to make ends meet and do not prioritize school achievement in the family home. Cost of living is high for families.</p>
Staff Quality, Recruitment, and Retention
<p><b>Problem Statement 1:</b> Quality and consistent professional learning is needed to build PK-2's foundational skills and 3rd-5th grade's skills in providing intensive intervention. <b>Root Cause:</b> there is a large percentage of 1st - 3rd year teachers, especially in bilingual classrooms in k-2; experience is limited and it takes time to coach and strengthen these members to provide adequate intervention.</p>
Technology
<p><b>Problem Statement 1:</b> student differentiated instruction is not as strong as needed to reach all needs of students, especially in the area of enrichment <b>Root Cause:</b> lack of professional development in individualized instruction.</p>

**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 K-3 achieving or exceeding their READING RIT goal will increase from 43% to 48%

**Indicators of Success:**

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

**Evaluation Data Sources:** Checkpoints

MAP MOY and EOY

Diagnostic IReady Reports

Checkpoints

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), internalize lesson plans, implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Rigorous lessons IReady will show and increase of students meeting growth from BOY to EOY diagnostic check Percentage of students showing meets or better will increase on checkpoints</p> <p><b>Staff Responsible for Monitoring:</b> MCLs Administrators</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			

No Progress

Accomplished

Continue/Modify

Discontinue

**Performance Objective 2 Problem Statements:**

## Curriculum, Instruction, and Assessment

**Problem Statement 1:** Sam Houston's student achievement at Meets and Masters categories is still not comparable to the state's achievement levels in Math and Science. **Root Cause:** There is a lack of consistent implementation of programs, resources, and coaching of teachers.

**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:** By May of 2026, the number of students performing at the Meets level in 3rd RLA STAAR will increase from 28% to 33%.

**Indicators of Success:**

Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

**Evaluation Data Sources:** MAP MOY and EOY

Monthly IReady Reports

Checkpoints

**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:** Sam Houston will continue to be identified as an AVID certified campus through May 2026 to assist in the increase of College, Career, or Military Readiness.

**Evaluation Data Sources:** AVID site team agendas  
AVID walk throughs and quarterly checks

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 2nd - 5th grade students will use daily planners for organization, portfolio binders for organization and interactive note taking books.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased organization and responsibility.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers AVID Coordinator Administrators</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Culture and Climate 1</p> <p><b>Funding Sources:</b> planners - Local</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All students in k-5 will use Leadership Portfolios to track their individual goals and data from all assessments. Classrooms will have classroom data trackers.</p> <p><b>Strategy's Expected Result/Impact:</b> Student goal setting skills and tracking. Increased performance in core areas.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers MCLs Administrators</p> <p><b>Problem Statements:</b> School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1</p> <p><b>Funding Sources:</b> binders, data trackers - Local</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

**School Culture and Climate**

**Problem Statement 1:** According to the Panorama Survey, students lack self-confidence in understanding complicated ideas in class. **Root Cause:** lack of foundational knowledge and support outside of school

**Curriculum, Instruction, and Assessment**

**Problem Statement 1:** Sam Houston's student achievement at Meets and Masters categories is still not comparable to the state's achievement levels in Math and Science. **Root Cause:** There is a lack of consistent implementation of programs, resources, and coaching of teachers.

**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:** Sam Houston will implement College Days to showcase various colleges and career awareness at least one time per month.

**Indicators of Success:**

College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%

**Evaluation Data Sources:** Increased student awareness in the college and career opportunities

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students and staff will wear college shirts the first Wednesday of each month and a different staff member will be showcased to expose students to staff college experiences.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student awareness in the college and career opportunities</p> <p><b>Staff Responsible for Monitoring:</b> AVID site team Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Accomplished			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Sam Houston will host a career day in the Spring to showcase various professions in order to expose students to higher educational opportunities and career pathways.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student awareness in college and career opportunities</p> <p><b>Staff Responsible for Monitoring:</b> AVID site team Counselor Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 No 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 4:** Classroom Excellence

**Performance Objective 1:** By May 2026, 75% of our classroom teachers will be trained and implementing Blended Learning strategies in their classroom.

**Evaluation Data Sources:** Blended learning training session feedback  
 administrator walk throughs  
 lesson plans

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Professional development will be provided for teachers on blended learning strategies through the district blended learning department.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced individualized instruction for students in order to meet all levels of needs. Increased academic mastery for students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Site team for blended learning administrators</p> <p><b>Title I:</b> 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Organization 1 - Technology 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Blended learning laps will be conducted by the blended learning support team to assist teachers in the implementation of choice boards, TEKS bins and individualized learning.</p> <p><b>Strategy's Expected Result/Impact:</b> increased student engagement and achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Blended learning district support team</p> <p><b>Title I:</b> 2.52</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 - Technology 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**Curriculum, Instruction, and Assessment**

**Problem Statement 1:** Sam Houston's student achievement at Meets and Masters categories is still not comparable to the state's achievement levels in Math and Science. **Root Cause:** There is a lack of consistent implementation of programs, resources, and coaching of teachers.

**School Organization**

**Problem Statement 1:** Math in k-3 is a lower performing area. **Root Cause:** consistent systems and implementation of rigorous lessons in k-2 math

**Technology**

**Problem Statement 1:** student differentiated instruction is not as strong as needed to reach all needs of students, especially in the area of enrichment **Root Cause:** lack of professional development in individualized instruction.

**Board Goal 4:** Classroom Excellence

**Performance Objective 2:** Sam Houston teachers will implement effective methods of participation in the classroom instruction, including students discourse, habits of discussion, and writing integration across all content areas.

**Evaluation Data Sources:** Walkthroughs and TTESS observations  
 Panorama Survey  
 Measurable Results Survey for Leader in Me

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Instructional Leadership Team will provide professional development to teachers in habits of discussion and methods of participation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased engagement in academic tasks by students. Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers MCLs Instructional Specialist Administrators</p> <p><b>Title I:</b> 2.51 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> MCLs and Instructional coach will be trained in effective instructional practices to increase rigor and engagement through the district with Uncommon Schools. The Campus team will be trainer of trainers for teachers and facilitate new learning through PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased rigorous instruction</p> <p><b>Staff Responsible for Monitoring:</b> MCLs Instructional Specialist Administrators</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 - School Organization 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 2 Problem Statements:**

School Culture and Climate
<p><b>Problem Statement 1:</b> According to the Panorama Survey, students lack self-confidence in understanding complicated ideas in class. <b>Root Cause:</b> lack of foundational knowledge and support outside of school</p>
Staff Quality, Recruitment, and Retention
<p><b>Problem Statement 1:</b> Quality and consistent professional learning is needed to build PK-2's foundational skills and 3rd-5th grade's skills in providing intensive intervention. <b>Root Cause:</b> there is a large percentage of 1st - 3rd year teachers, especially in bilingual classrooms in k-2; experience is limited and it takes time to coach and strengthen these members to provide adequate intervention.</p>
Curriculum, Instruction, and Assessment
<p><b>Problem Statement 1:</b> Sam Houston's student achievement at Meets and Masters categories is still not comparable to the state's achievement levels in Math and Science. <b>Root Cause:</b> There is a lack of consistent implementation of programs, resources, and coaching of teachers.</p>
School Organization
<p><b>Problem Statement 1:</b> Math in k-3 is a lower performing area. <b>Root Cause:</b> consistent systems and implementation of rigorous lessons in k-2 math</p>

**Board Goal 5:** Culture of Excellence

**Performance Objective 1:** By May 2026, overall student attendance will increase from 93.5% to 94% through targeted attendance initiatives, attendance celebrations and consistent monitoring.

**Evaluation Data Sources:** Weekly attendance dashboard

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monthly celebration for the class with highest attendance, as well as spontaneous checks 1 day weekly for the class with highest attendance percentage for celebrations.</p> <p><b>Strategy's Expected Result/Impact:</b> increased attendance and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Clerk Teachers Administrators</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 1, 2</p> <p><b>Funding Sources:</b> incentives - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Considerable			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Nine weeks celebration for students with perfect attendance. They will receive a perfect attendance shirt and certificate.</p> <p><b>Strategy's Expected Result/Impact:</b> increased student attendance</p> <p><b>Staff Responsible for Monitoring:</b> clerk teachers counselor administrators</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> t-shirts - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Considerable			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 1:** Student attendance is still below the state average. **Root Cause:** Parents do not prioritize school attendance over other items and keep students home.

**Problem Statement 2:** Our economically disadvantaged percentage is 89.6%, compared to the district average of 70%, causing lower attendance rate and making it more difficult to reach student achievement. **Root Cause:** Families are burdened with trying to make ends meet and do not prioritize school achievement in the family home. Cost of living is high for families.

**Board Goal 5: Culture of Excellence**

**Performance Objective 2:** All teachers will implement Leader In Me daily lessons in order to continue the teaching of well-rounded student leadership through the partnership with Franklin Covey, Inc.

**Evaluation Data Sources:** weekly lesson plans  
MRA student and staff survey  
Panorama survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus staff will receive a review of Core 1 training through Franklin Covey to help re-establish the foundation for new staff and students of the Leader In Me process.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student responsibility and self-efficacy on Panorama survey for students.</p> <p><b>Staff Responsible for Monitoring:</b> teachers Lighthouse Team</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 2</p> <p><b>Funding Sources:</b> Leader in Me books, posters - Local</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus Lighthouse Team will receive Lighthouse training through Franklin Covey to help re-establish action team initiatives for the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Better understanding of Lighthouse team responsibilities.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No 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 2 Problem Statements:**

## Demographics

**Problem Statement 2:** Our economically disadvantaged percentage is 89.6%, compared to the district average of 70%, causing lower attendance rate and making it more difficult to reach student achievement. **Root Cause:** Families are burdened with trying to make ends meet and do not prioritize school achievement in the family home. Cost of living is high for families.

**Board Goal 5: Culture of Excellence**

**Performance Objective 3:** Sam Houston will implement the House System (replicated from Ron Clark Academy) to increase student engagement and build a strong campus culture and community.

**Evaluation Data Sources:** Decreased disciplinary referrals  
 increased attendance  
 increased scores from student MRA and Panorama surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All students and staff will be placed in a House and monthly celebrations will occur for the House with the most points earned for showing leadership habits across the campus. New staff will be trained in the House System through RCA professional development and campus House team.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased disciplinary referrals                      Improved student and staff culture based on Panorama and MRA surveys</p> <p><b>Staff Responsible for Monitoring:</b> House committee                      Teachers/Staff                      Administrators</p> <p><b>Title I:</b>                      2.52</p> <p><b>Problem Statements:</b> Demographics 1 - School Culture and Climate 1</p> <p><b>Funding Sources:</b> monthly incentives, house shirts - Local, professional development - Title One School-Improvement</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The House Committee will assist in training and modeling for teachers the classroom practice of students speaking with confidence by standing and addressing their audience.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased classroom trust and participation                      Increased student confidence and engagement</p> <p><b>Staff Responsible for Monitoring:</b> teachers                      House committee</p> <p><b>Title I:</b>                      2.53</p> <p><b>- ESF Levers:</b>                      Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 3 Problem Statements:**

**Demographics**

**Problem Statement 1:** Student attendance is still below the state average. **Root Cause:** Parents do not prioritize school attendance over other items and keep students home.

**School Culture and Climate**

**Problem Statement 1:** According to the Panorama Survey, students lack self-confidence in understanding complicated ideas in class. **Root Cause:** lack of foundational knowledge and support outside of school

# Campus Funding Summary

<b>Local</b>					
<b>Board Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	1	1	planners		\$0.00
3	1	2	binders, data trackers		\$0.00
5	1	1	incentives		\$0.00
5	1	2	t-shirts		\$0.00
5	2	1	Leader in Me books, posters		\$0.00
5	3	1	monthly incentives, house shirts		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>Title One School- Improvement</b>					
<b>Board Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	2	Lone Star Science Structure licenses		\$4,000.00
5	3	1	professional development		\$0.00
<b>Sub-Total</b>					<b>\$4,000.00</b>