

Ector County Independent School District

Barbara Jordan Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



Mission Statement

We believe that all students have a responsibility to behave in an appropriate manner that allows teachers to teach, students to learn, and does not violate the best interest of any individual in the school community.

Vision

Together we learn, together we grow, together we succeed.

Table of Contents

Board Goals 4

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas. 4

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029. 22

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029. 31

Board Goal 4: Classroom Excellence 40

Board Goal 5: Culture of Excellence 46

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 2027, the percentage of students in Grades 3-5 performing at the Meets Grade Level standard on STAAR Mathematics will increase from 38% to 43%.

HB3 Board Goal

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%, 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 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: STAAR Results, Checkpoints, Formative Assessments

Strategy 1 Details					Reviews			
Strategy 1: Implement weekly PLCs utilizing the Jordan PLC Framework (Unpack Standards, Create Exemplars, Develop CFAs, Analyze Data, Plan Intervention, Reteach/Reassess). Strategy's Expected Result/Impact: Increased instructional consistency across classrooms. Teachers consistently plan instruction aligned to grade-level TEKS. Improved common formative assessment scores. Increased percentage of students performing at Meets and Masters. Improved classroom walkthrough data related to instructional rigor. Staff Responsible for Monitoring: Principal/ APs					Formative			Summative
					Oct	Jan	Mar	May

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct weekly 45-minute PLC meetings	Principal Assistant Principal Instructional Coach Classroom Teachers	Weekly (August 2026-May 2027)	
2	Provide professional development on lesson internalization, TEKS alignment, and rigorous instructional planning.	Principal Instructional Coach District Curriculum Department	August 2026 and ongoing during monthly professional learning	
3	Conduct weekly instructional walkthroughs and provide coaching feedback aligned to campus look-fors.	Principal Assistant Principal Instructional Coach	Weekly	

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 2: Strategic Staffing, Lever 5: Effective Instruction
Problem Statements: School Culture and Climate 2 - Curriculum, Instruction, and Assessment 3
Funding Sources: Instructional Coach - Title One School-wide - \$79,000, Student Materials / Teacher Resources - Title One School-wide - \$12,493

Strategy 2 Details					Reviews			
Strategy 2: Implement a campus-wide instructional coaching model to strengthen Tier I instruction and increase instructional rigor. Strategy's Expected Result/Impact: Increased teacher effectiveness. Improved student engagement. Greater consistency in instructional delivery. Increased teacher confidence implementing rigorous lessons. Staff Responsible for Monitoring: Principal Instructional Coach APs					Formative			Summative
					Oct	Jan	Mar	May

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Develop coaching cycles using walkthrough and assessment data.	Principal Instructional Coach APs	Every 4 Weeks	
2	Provide demonstration lessons and instructional modeling.	Instructional Coach Teacher Leaders Lead Team	Throughout the year	
3	Conduct follow-up coaching conversations using observation data.	Principal Instructional Coach APs	Weekly	

Title I:
2.52
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 5: Effective Instruction

Strategy 3 Details					Reviews													
Strategy 3: Increase instructional rigor through higher-order questioning, academic discourse, and student writing. Strategy's Expected Result/Impact: Students demonstrate deeper understanding. Increased classroom discussion. Improved written responses. Increased Meets/Masters performance. Staff Responsible for Monitoring: Principle APs Instructional Coach <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Provide professional learning on questioning strategies and Depth of Knowledge.</td><td>Principal Aps Instructional Coach</td><td>August, October, January, as needed.</td><td></td></tr></table> Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Provide professional learning on questioning strategies and Depth of Knowledge.	Principal Aps Instructional Coach	August, October, January, as needed.		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Provide professional learning on questioning strategies and Depth of Knowledge.	Principal Aps Instructional Coach	August, October, January, as needed.										
Oct	Jan	Mar	May															

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 2: PLCs are continuing to develop into highly functioning collaborative teams focused on improving student outcomes. Root Cause: PLC processes have not yet been implemented with complete consistency, including data analysis, instructional planning, and monitoring of student learning.
Curriculum, Instruction, and Assessment
Problem Statement 3: Assessment data are not consistently used to drive immediate instructional adjustments and targeted interventions. Root Cause: PLCs and data meetings require greater consistency in analyzing student misconceptions, planning reteach, and monitoring intervention effectiveness.

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 2027, the percentage of students in Grades 3-5 performing at the Meets Grade Level standard on STAAR Reading will increase from 43% to 48%.

HB3 Board Goal

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%, 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 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: STAAR Results, Checkpoints, Formative Assessments, Exit Tickets

Strategy 1 Details					Reviews																							
Strategy 1: Implement a structured PLC data cycle that utilizes common formative assessments (CFAs), benchmark data, and student work to identify learning gaps, monitor progress, and plan timely interventions and enrichment. Strategy's Expected Result/Impact: Teachers consistently use data to drive instructional decisions. Students receive timely intervention or enrichment based on identified needs. Increased mastery of TEKS as evidenced by CFA, benchmark, and STAAR data. Increased percentage of students performing at the Meets and Masters performance levels. Staff Responsible for Monitoring: Teachers, Principal, APs Instructional Coach <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Administer common formative assessments every 2-3 weeks and bring results to PLC meetings.</td><td>Teachers Instructional Coach</td><td>Every 2-3 weeks</td><td></td></tr><tr><td>2</td><td>Facilitate weekly PLC meetings using the Jordan PLC process to analyze assessment data, identify misconceptions, and develop reteach and enrichment plans.</td><td>Principal Assistant Principal Instructional Coach</td><td>Weekly</td><td></td></tr><tr><td>3</td><td>Review PLC agendas, student data, and intervention plans during monthly instructional leadership meetings.</td><td>Principal Assistant Principal Instructional Coach</td><td>Monthly</td><td></td></tr></table> Title I: 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Administer common formative assessments every 2-3 weeks and bring results to PLC meetings.	Teachers Instructional Coach	Every 2-3 weeks		2	Facilitate weekly PLC meetings using the Jordan PLC process to analyze assessment data, identify misconceptions, and develop reteach and enrichment plans.	Principal Assistant Principal Instructional Coach	Weekly		3	Review PLC agendas, student data, and intervention plans during monthly instructional leadership meetings.	Principal Assistant Principal Instructional Coach	Monthly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																			
					1	Administer common formative assessments every 2-3 weeks and bring results to PLC meetings.	Teachers Instructional Coach	Every 2-3 weeks																				
2	Facilitate weekly PLC meetings using the Jordan PLC process to analyze assessment data, identify misconceptions, and develop reteach and enrichment plans.	Principal Assistant Principal Instructional Coach	Weekly																									
3	Review PLC agendas, student data, and intervention plans during monthly instructional leadership meetings.	Principal Assistant Principal Instructional Coach	Monthly																									
Oct	Jan	Mar	May																									

Strategy 2 Details					Reviews																							
Strategy 2: Implement a campus-wide intervention and enrichment system that provides targeted instruction based on student performance data and ongoing progress monitoring. Strategy's Expected Result/Impact: Students receive targeted instruction aligned to individual learning needs. Intervention groups are adjusted based on current student performance. Increased student growth and reduced achievement gaps among all student groups. More students successfully transition from intervention to grade-level instruction. Staff Responsible for Monitoring: Principal, Instructional Coach, APs <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Develop flexible intervention and enrichment groups using CFA, benchmark, and progress-monitoring data.</td><td>Classroom Teachers Special Education Teachers Instructional Coach</td><td>Ongoing</td><td></td></tr><tr><td>2</td><td>Provide daily intervention and enrichment opportunities during the designated campus intervention block.</td><td>Principal</td><td>Daily</td><td></td></tr><tr><td>3</td><td>Monitor student progress and adjust intervention plans based on data collected during PLC meetings.</td><td>Teachers Principal APs Instructional Coach</td><td></td><td></td></tr></table> Title I: 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Develop flexible intervention and enrichment groups using CFA, benchmark, and progress-monitoring data.	Classroom Teachers Special Education Teachers Instructional Coach	Ongoing		2	Provide daily intervention and enrichment opportunities during the designated campus intervention block.	Principal	Daily		3	Monitor student progress and adjust intervention plans based on data collected during PLC meetings.	Teachers Principal APs Instructional Coach			Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																			
					1	Develop flexible intervention and enrichment groups using CFA, benchmark, and progress-monitoring data.	Classroom Teachers Special Education Teachers Instructional Coach	Ongoing																				
2	Provide daily intervention and enrichment opportunities during the designated campus intervention block.	Principal	Daily																									
3	Monitor student progress and adjust intervention plans based on data collected during PLC meetings.	Teachers Principal APs Instructional Coach																										
Oct	Jan	Mar	May																									

Strategy 3 Details					Reviews			
Strategy 3: Strengthen teachers' capacity to analyze student data and implement data-driven instructional practices through ongoing professional learning, coaching, and instructional monitoring. Strategy's Expected Result/Impact: Teachers demonstrate increased confidence and proficiency in analyzing student data. Data are consistently used to adjust instruction and monitor student progress. Increased instructional effectiveness and consistency across classrooms. Improved student achievement on district and state assessments. Staff Responsible for Monitoring: Principal Instructional Coach APs					Formative			Summative
					Oct	Jan	Mar	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Provide professional learning on data analysis protocols, item analysis, and using assessment results to plan instruction.	Principal Instructional Coach District Curriculum Coordinators	Starting Aug 2026 and continuous					
2	Conduct instructional coaching cycles focused on using assessment data to improve Tier I instruction and intervention practices.	Principal Instructional Coach APs	Ongoing throughout the year					
3	Conduct classroom walkthroughs to monitor implementation of data-driven instructional practices and provide timely feedback.	Principal Assistant Principal Instructional Coach	Weekly					
Title I: 2.52 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction								
 No Progress  Accomplished  Continue/Modify  Discontinue								

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: Mathematics achievement continues to lag behind reading achievement across grade levels, with low percentages of students demonstrating grade-level mastery. **Root Cause:** Instruction has focused primarily on procedural fluency rather than conceptual understanding, problem solving, and mathematical reasoning. PLCs have not consistently analyzed student misconceptions to guide reteach.

Problem Statement 2: Significant achievement gaps continue to exist for Special Education, Economically Disadvantaged, Emergent Bilingual, and At-Risk students. **Root Cause** : Core instruction and interventions are not consistently differentiated to address the unique academic and language needs of diverse learners, and progress monitoring is inconsistent.

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 2027, the percentage of Grade 5 students performing at the Meets Grade Level standard on STAAR Science will increase from 26% to 31%.

HB3 Board Goal

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%, 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 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: STAAR Results, Checkpoints, Formative Assessments, Exit Tickets

Strategy 1 Details					Reviews			
Strategy 1: Strengthen instructional rigor by implementing higher-order questioning, academic discourse, and writing across all content areas aligned to the rigor of the TEKS and STAAR. Strategy's Expected Result/Impact: Increased student engagement in rigorous learning experiences. Students effectively communicate and justify their thinking using academic language. Increased quality of written responses across all content areas. Increased percentage of students achieving Meets and Masters on district and state assessments. Staff Responsible for Monitoring: Principal, APs, Instructional Coach					Formative			Summative
					Oct	Jan	Mar	May

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide professional learning on higher-order questioning, Depth of Knowledge (DOK), academic discourse, and writing across the curriculum.	Principal, APs, Instructional Coach	Monthly as needed	
2	Conduct weekly instructional walkthroughs using a campus look-for tool focused on rigorous questioning, student discourse, and writing opportunities.	Principal, APs, Instructional Coach	Weekly	
3	Review student work during PLC meetings to evaluate the level of rigor and alignment to grade-level standards and adjust instruction accordingly.	Principal, APs, Instructional Coach	Weekly	

Title I:
2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details					Reviews			
Strategy 2: Strengthen writing across all content areas by implementing consistent writing opportunities that require students to explain, justify, and apply their thinking using evidence. Strategy's Expected Result/Impact: Students improve written communication and critical thinking skills. Writing becomes an integral part of daily instruction across all content areas. Improved performance on constructed-response and extended-response assessment items. Increased student mastery of grade-level standards. Staff Responsible for Monitoring: Principal, IC, APs					Formative			Summative
					Oct	Jan	Mar	May

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Develop campus expectations for writing across the curriculum, including daily opportunities for students to write in all content areas.	Principal Instructional Coach APs	Aug - October	
2	Analyze student writing samples during PLC meetings to identify trends, misconceptions, and instructional next steps.	Principal Instructional Coach AP	Weekly	
3	Conduct instructional rounds to monitor implementation of writing strategies and provide coaching feedback.	Principal Instructional Coach AP	Monthly	

Title I:
2.51, 2.52
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 3 Details					Reviews			
Strategy 3: Build teacher capacity through job-embedded coaching, collaborative PLCs, and instructional modeling to ensure consistent implementation of rigorous instructional practices. Strategy's Expected Result/Impact: Increased teacher confidence in delivering rigorous, student-centered instruction. Greater consistency of instructional practices across classrooms. Improved classroom observation data. Increased student achievement and growth across all tested content areas. Staff Responsible for Monitoring: Principal APs IC					Formative			Summative
					Oct	Jan	Mar	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Provide instructional coaching cycles that include pre-conferences, classroom observations, modeling, feedback, and reflection.	Principal APs IC	Every 3-4 weeks per teacher					
2	Use PLC meetings to collaboratively plan rigorous lessons, develop exemplar responses, and analyze student work.	Principal APs IC	Weekly					
3	Highlight and share effective instructional practices through peer observations, demonstration classrooms, and faculty learning sessions.	Principal APs IC Teachers	Monthly					
Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction								
 No Progress  Accomplished  Continue/Modify  Discontinue								

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 4: By May 2027, Jordan Elementary will increase the percentage of Special Education, Emergent Bilingual, Economically Disadvantaged, and At-Risk students achieving the Meets Grade Level standard through differentiated instruction, targeted interventions, and progress monitoring.

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%, 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 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: STAAR Results, Checkpoints, Formative Assessments, Exit Tickets

Strategy 1 Details					Reviews																							
Strategy 1: Strengthen differentiated Tier I instruction by implementing research-based instructional strategies, accommodations, and scaffolds to meet the diverse needs of all learners. Strategy's Expected Result/Impact: Teachers consistently implement differentiated instruction during Tier I instruction. Students receive appropriate accommodations and instructional supports. Increased classroom engagement and access to grade-level curriculum. Increased percentage of Special Education, Emergent Bilingual, Economically Disadvantaged, and At-Risk students meeting grade-level expectations. Staff Responsible for Monitoring: Principal APs IC <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Provide professional learning on differentiation, scaffolding, accommodations, and language supports for diverse learners.</td><td>Principal Instructional Coach Special Education Teacher Bilingual/ESL Coordinator District Curriculum</td><td>Throughout the school year</td><td></td></tr><tr><td>2</td><td>Require PLC teams to identify instructional accommodations, scaffolds, and differentiation strategies during collaborative planning.</td><td>Classroom Teachers Instructional Coach</td><td>Weekly PLC</td><td></td></tr><tr><td>3</td><td>Conduct classroom walkthroughs to monitor implementation of differentiated instructional practices and provide coaching feedback.</td><td>Principal APs IC</td><td>Weekly</td><td></td></tr></table> Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Provide professional learning on differentiation, scaffolding, accommodations, and language supports for diverse learners.	Principal Instructional Coach Special Education Teacher Bilingual/ESL Coordinator District Curriculum	Throughout the school year		2	Require PLC teams to identify instructional accommodations, scaffolds, and differentiation strategies during collaborative planning.	Classroom Teachers Instructional Coach	Weekly PLC		3	Conduct classroom walkthroughs to monitor implementation of differentiated instructional practices and provide coaching feedback.	Principal APs IC	Weekly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																			
					1	Provide professional learning on differentiation, scaffolding, accommodations, and language supports for diverse learners.	Principal Instructional Coach Special Education Teacher Bilingual/ESL Coordinator District Curriculum	Throughout the school year																				
2	Require PLC teams to identify instructional accommodations, scaffolds, and differentiation strategies during collaborative planning.	Classroom Teachers Instructional Coach	Weekly PLC																									
3	Conduct classroom walkthroughs to monitor implementation of differentiated instructional practices and provide coaching feedback.	Principal APs IC	Weekly																									
Oct	Jan	Mar	May																									

Strategy 2 Details					Reviews			
Strategy 2: Implement a systematic intervention and progress-monitoring process that provides targeted academic support based on student performance data. Strategy's Expected Result/Impact: Students receive timely, targeted intervention based on identified skill deficits. Intervention groups are adjusted using current data. Achievement gaps among student groups decrease. Increased student growth and mastery of grade-level TEKS. Actions for Implementation Staff Responsible for Monitoring: Principal					Formative			Summative
					Oct	Jan	Mar	May

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Use common formative assessments, benchmark assessments, and progress-monitoring data to identify students requiring intervention or enrichment.	Teachers IC	Weekly at first then bi-weekly	
2	Provide daily targeted intervention during the campus intervention block and adjust instructional groups based on progress-monitoring results.	Teachers	Daily	
3	Review intervention effectiveness during PLC meetings and monthly MTSS meetings to adjust instructional plans.	Principal APs IC	Weekly in PLCs as needed	

Title I:
 2.51, 2.52
- TEA Priorities:
 Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
 Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 3 Details					Reviews			
Strategy 3: Strengthen collaboration among general education teachers, Special Education teachers, interventionists, and bilingual/ESL staff to ensure coordinated instructional support and monitoring for all identified student groups. Strategy's Expected Result/Impact: Increased collaboration among instructional staff. Consistent implementation of accommodations and intervention plans. Improved monitoring of student progress. Increased percentage of targeted student groups achieving the Meets Grade Level standard. Staff Responsible for Monitoring: Principal APs IC					Formative			Summative
					Oct	Jan	Mar	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Schedule collaborative planning meetings between classroom teachers, Special Education teachers, interventionists, and bilingual/ESL staff to review student progress and instructional supports.	Principal Assistant Principal Special Education Teachers Classroom Teachers	Monthly					
2	Monitor implementation of accommodations, instructional supports, and intervention plans through walkthroughs, lesson plan reviews, and coaching conversations.	Principal Assistant Principal Instructional Coach	Weekly Walkthroughs					
3	Conduct quarterly data reviews to evaluate student group performance and adjust campus support plans based on achievement and growth data.	Principal APs IC	End of each 9 weeks					
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2								
 No Progress  Accomplished  Continue/Modify  Discontinue								

Performance Objective 4 Problem Statements:

Student Achievement

Problem Statement 2: Significant achievement gaps continue to exist for Special Education, Economically Disadvantaged, Emergent Bilingual, and At-Risk students. **Root Cause** : Core instruction and interventions are not consistently differentiated to address the unique academic and language needs of diverse learners, and progress monitoring is inconsistent.

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 2027, all Kindergarten through 3rd grade teachers will consistently implement evidence-based literacy instruction aligned to the Science of Teaching Reading and the Texas Essential Knowledge and Skills (TEKS) to increase the percentage of students reading at or above grade level.

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: STAAR Grade 3 Reading Results
District Reading Benchmarks
Common Formative Assessments

Strategy 1 Details					Reviews			
Strategy 1: Strengthen Tier I literacy instruction through systematic lesson internalization, explicit reading instruction, and implementation of research-based literacy practices. Strategy's Expected Result/Impact: Consistent implementation of high-quality literacy instruction. Increased student mastery of foundational reading skills and comprehension. Improved benchmark and common assessment results. Increased percentage of students reading on grade level. Staff Responsible for Monitoring: Principal IC APs					Formative			Summative
					Oct	Jan	Mar	May

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct weekly literacy PLCs focused on lesson internalization, TEKS alignment, and best instructional practices.	Principal IC APs	Weekly	

Title I:
2.52
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details					Reviews																		
Strategy 2: Implement daily structured literacy routines emphasizing phonemic awareness, phonics, fluency, vocabulary, and comprehension. Strategy's Expected Result/Impact: Students develop stronger foundational literacy skills. Increased reading fluency and comprehension. Improved reading proficiency by benchmark assessments. Staff Responsible for Monitoring: Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Implement daily literacy block with protected instructional time.</td><td>Teacher</td><td>Daily</td><td></td></tr><tr><td>2</td><td>Monitor literacy instruction through classroom observations.</td><td>Principal APs IC</td><td>Weekly</td><td></td></tr></table> Title I: 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Implement daily literacy block with protected instructional time.	Teacher	Daily		2	Monitor literacy instruction through classroom observations.	Principal APs IC	Weekly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	Implement daily literacy block with protected instructional time.	Teacher	Daily															
2	Monitor literacy instruction through classroom observations.	Principal APs IC	Weekly																				
Oct	Jan	Mar	May																				

Strategy 3 Details					Reviews																		
Strategy 3: Increase family involvement in literacy by providing resources and opportunities to support reading at home. Strategy's Expected Result/Impact: Increased family participation. Increased minutes spent reading at home. Improved student reading achievement. Staff Responsible for Monitoring: Principal Teacher APs IC <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Host quarterly Family Literacy Nights.</td><td>Principal Teachers Staff</td><td>Quarterly</td><td></td></tr><tr><td>2</td><td>Provide monthly take-home literacy activities.</td><td>Teachers</td><td>Monthly</td><td></td></tr></table> Title I: 2.52 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Host quarterly Family Literacy Nights.	Principal Teachers Staff	Quarterly		2	Provide monthly take-home literacy activities.	Teachers	Monthly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	Host quarterly Family Literacy Nights.	Principal Teachers Staff	Quarterly															
2	Provide monthly take-home literacy activities.	Teachers	Monthly																				
Oct	Jan	Mar	May																				

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 2: By May 2027, the percentage of K-3 students achieving or exceeding their annual i-Ready reading growth goal will increase from 55% to 65%

HB3 Board Goal

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: Reading Intervention Progress Monitoring

Running Records

CFA Results

District Benchmark Assessments

STAAR Reading Results

Strategy 1 Details					Reviews			
Strategy 1: Utilize benchmark assessments, and progress-monitoring data to identify students needing intervention. Strategy's Expected Result/Impact: Students identified early. Appropriate interventions implemented quickly. Increased reading growth. Staff Responsible for Monitoring: APs IC					Formative			Summative
					Oct	Jan	Mar	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Administer universal screeners and benchmark assessments.	Teachers IC	BOY, MOY, EOY					
2	Develop intervention groups using student data.	IC Teacher	Weekly					
3	Review intervention effectiveness during MTSS meetings.	MTSS Team Principal	Monthly / As Needed					
Title I: 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction								

Strategy 2 Details					Reviews			
Strategy 2: Provide daily targeted intervention utilizing research-based literacy programs aligned to identified student needs. Strategy's Expected Result/Impact: Improved foundational literacy skills. Increased reading fluency. Increased percentage of students meeting grade-level expectations. Staff Responsible for Monitoring: APs IC					Formative			Summative
					Oct	Jan	Mar	May

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide daily intervention during the campus intervention block.	Teacher	Daily	
2	Adjust intervention groups based on progress monitoring.	IC Teacher	Weekly as needed	

Title I:
2.52
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
Problem Statements: Student Achievement 2, 4

Strategy 3 Details					Reviews																							
Strategy 3: Monitor student reading growth through PLCs and MTSS to ensure instructional adjustments are made based on student progress. Strategy's Expected Result/Impact: Instruction responds quickly to student needs. Increased student growth. Reduced number of students requiring intensive intervention. Staff Responsible for Monitoring: Principal IC APs <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Analyze reading data during weekly PLC meetings.</td><td>Teachers IC</td><td>Weekly</td><td></td></tr><tr><td>2</td><td>Conduct MTSS meetings for struggling readers.</td><td>MTTS Team</td><td>Monthly</td><td></td></tr><tr><td>3</td><td>Provide coaching based on student reading data.</td><td>IC APs Principal</td><td>As Needed</td><td></td></tr></table> Title I: 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Analyze reading data during weekly PLC meetings.	Teachers IC	Weekly		2	Conduct MTSS meetings for struggling readers.	MTTS Team	Monthly		3	Provide coaching based on student reading data.	IC APs Principal	As Needed		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																			
					1	Analyze reading data during weekly PLC meetings.	Teachers IC	Weekly																				
2	Conduct MTSS meetings for struggling readers.	MTTS Team	Monthly																									
3	Provide coaching based on student reading data.	IC APs Principal	As Needed																									
Oct	Jan	Mar	May																									

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: Significant achievement gaps continue to exist for Special Education, Economically Disadvantaged, Emergent Bilingual, and At-Risk students. Root Cause : Core instruction and interventions are not consistently differentiated to address the unique academic and language needs of diverse learners, and progress monitoring is inconsistent.
Problem Statement 4: Students struggle with higher-level questions requiring analysis, justification, and written responses. Root Cause: Instruction has not consistently incorporated rigorous questioning, academic vocabulary development, writing across the curriculum, and structured student discourse necessary for mastery-level performance.

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 2027, Jordan Elementary will strengthen teacher capacity to deliver high-quality literacy instruction through ongoing professional learning, coaching, collaborative PLCs, and instructional monitoring.

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: STAAR Reading Results

District Benchmarks

Strategy 1 Details					Reviews																		
Strategy 1: Provide ongoing professional learning focused on evidence-based literacy instruction, guided reading, small-group instruction, and reading comprehension strategies. Strategy's Expected Result/Impact: Increased teacher effectiveness. Improved literacy instruction. Increased student achievement. Staff Responsible for Monitoring: Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Conduct quarterly literacy training.</td><td>Principal, IC, APs</td><td>As needed throughout the year</td><td></td></tr><tr><td>2</td><td>Evaluate implementation through classroom observations.</td><td>Principal APs</td><td>Weekly</td><td></td></tr></table> Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Conduct quarterly literacy training.	Principal, IC, APs	As needed throughout the year		2	Evaluate implementation through classroom observations.	Principal APs	Weekly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	Conduct quarterly literacy training.	Principal, IC, APs	As needed throughout the year															
2	Evaluate implementation through classroom observations.	Principal APs	Weekly																				
Oct	Jan	Mar	May																				

Strategy 2 Details					Reviews																		
Strategy 2: Implement instructional coaching cycles focused on literacy instruction, small-group instruction, and differentiated reading practices. Strategy's Expected Result/Impact: Increased instructional consistency. Improved teacher confidence. Higher student reading achievement. Staff Responsible for Monitoring: Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Identify teachers for coaching based on walkthrough and student data.</td><td>Principal APs IC</td><td>Monthly</td><td></td></tr><tr><td>2</td><td>Conduct coaching cycles with modeling, observation, feedback, and reflection.</td><td>Principal APs IC</td><td>Weekly</td><td></td></tr></table> Title I: 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 5: Effective Instruction					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Identify teachers for coaching based on walkthrough and student data.	Principal APs IC	Monthly		2	Conduct coaching cycles with modeling, observation, feedback, and reflection.	Principal APs IC	Weekly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	Identify teachers for coaching based on walkthrough and student data.	Principal APs IC	Monthly															
2	Conduct coaching cycles with modeling, observation, feedback, and reflection.	Principal APs IC	Weekly																				
Oct	Jan	Mar	May																				

Title I:

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 5: Effective Instruction

Strategy 3 Details					Reviews																							
Strategy 3: Utilize collaborative PLCs to analyze reading data, calibrate instructional practices, and share effective literacy strategies across grade levels. Strategy's Expected Result/Impact: Increased collaboration. Consistent literacy instruction across classrooms. Improved reading outcomes for all students. Staff Responsible for Monitoring: Principal APs IC <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Facilitate weekly literacy PLC meetings using the Jordan PLC framework.</td><td>Principal APs IC</td><td>Weekly 2X</td><td></td></tr><tr><td>2</td><td>Review student work, benchmark data, and common assessments to identify trends and instructional needs.</td><td>Principal APs IC</td><td>After Assessments as needed</td><td></td></tr><tr><td>3</td><td>Monitor PLC implementation through agendas, minutes, and classroom observations.</td><td>Principal APs IC</td><td>Weekly</td><td></td></tr></table> Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Facilitate weekly literacy PLC meetings using the Jordan PLC framework.	Principal APs IC	Weekly 2X		2	Review student work, benchmark data, and common assessments to identify trends and instructional needs.	Principal APs IC	After Assessments as needed		3	Monitor PLC implementation through agendas, minutes, and classroom observations.	Principal APs IC	Weekly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																			
					1	Facilitate weekly literacy PLC meetings using the Jordan PLC framework.	Principal APs IC	Weekly 2X																				
2	Review student work, benchmark data, and common assessments to identify trends and instructional needs.	Principal APs IC	After Assessments as needed																									
3	Monitor PLC implementation through agendas, minutes, and classroom observations.	Principal APs IC	Weekly																									
Oct	Jan	Mar	May																									

No Progress

Accomplished

Continue/Modify

Discontinue



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 91% by May 2029.

Performance Objective 1: By May 2027, Jordan Elementary will increase the percentage of students reporting favorable responses on the Panorama School Connectedness Survey by implementing systems that promote positive relationships, student belonging, and a supportive learning environment.

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 Student Survey

Student Attendance Data

Campus Climate Surveys

Strategy 1 Details					Reviews			
Strategy 1: Implement campus-wide relationship-building structures that promote student belonging, positive relationships, and emotional safety. Strategy's Expected Result/Impact: Students report a stronger sense of belonging. Increased positive relationships between students and staff. Improved Panorama School Connectedness results. Improved student engagement. Actions Staff Responsible for Monitoring: Principal Counselor Teachers					Formative			Summative
					Oct	Jan	Mar	May

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement daily morning meetings and relationship-building activities in every classroom. Responsible Parties	Principal Counselor Teachers	Daily	
2	Provide professional learning on relationship-centered classroom practices and restorative conversations.	Principal Counselor	as needed throughout the year	
3	Conduct monthly student recognition celebrations highlighting academics, attendance, leadership, and citizenship.	counselor and teachers	Monthly	

Title I:
2.52
- **ESF Levers:**
Lever 3: Positive School Culture

Strategy 2 Details					Reviews													
Strategy 2: Strengthen student voice and leadership opportunities to increase ownership and engagement in the school community. Strategy's Expected Result/Impact: Increased student leadership. Improved student engagement. Higher levels of school connectedness. Staff Responsible for Monitoring: Counselor <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Conduct quarterly student forums to gather feedback and improve campus climate.</td><td>counselor</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Conduct quarterly student forums to gather feedback and improve campus climate.	counselor	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Conduct quarterly student forums to gather feedback and improve campus climate.	counselor	Quarterly										
Oct	Jan	Mar	May															

 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 91% by May 2029.

Performance Objective 2: By May 2027, Jordan Elementary will strengthen family and community partnerships to increase student connectedness, engagement, and participation in school activities.

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

Parent Survey

Family Event Attendance

Volunteer Logs

Parent Conference Documentation

Social Media Analytics

Strategy 1 Details					Reviews																		
Strategy 1: Increase family engagement through meaningful academic events and two-way communication. Strategy's Expected Result/Impact: Increased parent participation. Stronger home-school partnerships. Improved student engagement. Staff Responsible for Monitoring: Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Host quarterly family engagement events focused on literacy, mathematics, and student learning.</td><td>Principal Counselor Teachers</td><td>Quarterly</td><td></td></tr><tr><td>2</td><td>Provide monthly campus communication highlighting academic expectations and ways families can support learning.</td><td>Principal Teachers</td><td>Monthly</td><td></td></tr></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Host quarterly family engagement events focused on literacy, mathematics, and student learning.	Principal Counselor Teachers	Quarterly		2	Provide monthly campus communication highlighting academic expectations and ways families can support learning.	Principal Teachers	Monthly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	Host quarterly family engagement events focused on literacy, mathematics, and student learning.	Principal Counselor Teachers	Quarterly															
2	Provide monthly campus communication highlighting academic expectations and ways families can support learning.	Principal Teachers	Monthly																				
Oct	Jan	Mar	May																				

Strategy 2 Details					Reviews																		
Strategy 2: Expand partnerships with community organizations and businesses to support student success and school connectedness. Strategy's Expected Result/Impact: Increased community involvement. Additional student support resources. Greater student participation in school activities. Staff Responsible for Monitoring: Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Develop new community partnerships to support mentoring, incentives, and volunteer opportunities.</td><td>Principal Counselor</td><td>Throughout the school year</td><td></td></tr><tr><td>2</td><td>Recognize community partners through campus events and communications.</td><td>Principal</td><td>Quarterly</td><td></td></tr></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Develop new community partnerships to support mentoring, incentives, and volunteer opportunities.	Principal Counselor	Throughout the school year		2	Recognize community partners through campus events and communications.	Principal	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	Develop new community partnerships to support mentoring, incentives, and volunteer opportunities.	Principal Counselor	Throughout the school year															
2	Recognize community partners through campus events and communications.	Principal	Quarterly																				
Oct	Jan	Mar	May																				

No Progress

Accomplished

Continue/Modify

Discontinue



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 91% by May 2029.

Performance Objective 3: By May 2027, Jordan Elementary will increase average daily attendance from 94.2% to 95% through proactive attendance monitoring, family engagement, and student recognition.

Indicators of Success:

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

Evaluation Data Sources: ADA Reports

PEIMS Attendance Data

Chronic Absenteeism Reports

Strategy 1 Details					Reviews			
Strategy 1: Implement a campus-wide attendance improvement system focused on early identification and intervention. Strategy's Expected Result/Impact: Increased average daily attendance. Reduced chronic absenteeism. Improved student achievement. Staff Responsible for Monitoring: Principal					Formative			Summative
					Oct	Jan	Mar	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Review attendance data weekly to identify students at risk for chronic absenteeism.	Attendance Clerk Assistant Principal Counselor	Weekly					
2	Develop attendance intervention plans for identified students.	Counselor APs	As needed					
ESF Levers: Lever 3: Positive School Culture								

Strategy 2 Details					Reviews																		
Strategy 2: Increase student and family awareness of the importance of attendance through incentives and communication. Strategy's Expected Result/Impact: Improved attendance rates. Increased family awareness. Increased student motivation. Staff Responsible for Monitoring: Principal, Counselor <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Recognize students with perfect and improved attendance each month.</td><td>Counselor</td><td>Monthly</td><td></td></tr><tr><td>2</td><td>Provide regular attendance communication to families.</td><td>Counselor Attendance Clerk Teachers</td><td>Monthly</td><td></td></tr></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Recognize students with perfect and improved attendance each month.	Counselor	Monthly		2	Provide regular attendance communication to families.	Counselor Attendance Clerk Teachers	Monthly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	Recognize students with perfect and improved attendance each month.	Counselor	Monthly															
2	Provide regular attendance communication to families.	Counselor Attendance Clerk Teachers	Monthly																				
Oct	Jan	Mar	May																				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



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 91% by May 2029.

Performance Objective 4: By May 2027, Jordan Elementary will decrease exclusionary disciplinary infractions through proactive behavior supports, restorative practices, and consistent implementation of campus behavior expectations.

Indicators of Success:

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

Evaluation Data Sources: Fewer office referrals.

Improved classroom behavior.

Increased instructional time.

Strategy 1 Details					Reviews			
Strategy 1: Implement a consistent campus-wide positive behavior support system that teaches, reinforces, and recognizes expected behaviors. Strategy's Expected Result/Impact: Fewer office referrals. Reduced discipline. Improved classroom behavior. Increased instructional time. Staff Responsible for Monitoring: Principal					Formative			Summative
					Oct	Jan	Mar	May

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teach and reteach campus behavior expectations throughout the year.	Principal Assistant Principal Counselor Teachers	Throughout the year	
2	Implement monthly positive behavior recognition for students demonstrating campus expectations. School Store, Fun Friday	Principal Assistant Principal Counselor Teachers	Monthly	

ESF Levers:
Lever 3: Positive School Culture

Strategy 2 Details					Reviews																		
Strategy 2: Utilize restorative practices and behavior intervention supports to reduce repeat discipline incidents and improve student self-management. Strategy's Expected Result/Impact: Reduced repeat behavior incidents. Improved student self-regulation. Increased classroom instructional time. Staff Responsible for Monitoring: Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Provide professional learning on restorative practices and de-escalation strategies.</td><td>Principal, Counselor, SPED Lead</td><td>As needed</td><td></td></tr><tr><td>2</td><td>Review discipline data monthly to identify trends and implement targeted interventions for students requiring additional behavioral support.</td><td>Principal, APs</td><td>Throughout the year</td><td></td></tr></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Provide professional learning on restorative practices and de-escalation strategies.	Principal, Counselor, SPED Lead	As needed		2	Review discipline data monthly to identify trends and implement targeted interventions for students requiring additional behavioral support.	Principal, APs	Throughout the year		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	Provide professional learning on restorative practices and de-escalation strategies.	Principal, Counselor, SPED Lead	As needed															
2	Review discipline data monthly to identify trends and implement targeted interventions for students requiring additional behavioral support.	Principal, APs	Throughout the year																				
Oct	Jan	Mar	May																				

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, Jordan Elementary will increase the consistency and quality of Tier 1 instruction by ensuring teachers consistently implement standards-aligned, rigorous instruction that includes clear learning objectives, checks for understanding, academic discourse, and opportunities for students to demonstrate mastery.

Evaluation Data Sources: STAAR, Checkpoints

Strategy 1 Details					Reviews			
Strategy 1: Implement a campus-wide instructional framework focused on standards alignment, rigor, student engagement, and checks for understanding. Strategy's Expected Result/Impact: Teachers will demonstrate greater consistency in instructional practices, resulting in increased student engagement and mastery of grade-level standards. Staff Responsible for Monitoring: Principal, IC, APs					Formative			Summative
					Oct	Jan	Mar	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Establish and communicate campus instructional look-fors; provide professional learning on rigorous, standards-aligned instruction; conduct regular walkthroughs; provide timely feedback and coaching based on walkthrough data.	Principal, Assistant Principal, Instructional Coach, Teachers	Ongoing All Year					

Strategy 2 Details					Reviews													
Strategy 2: Strengthen the use of formative assessment and student evidence during instruction to monitor and respond to learning needs. Strategy's Expected Result/Impact: Teachers will use real-time evidence of learning to adjust instruction, resulting in more students reaching proficiency on grade-level standards. Staff Responsible for Monitoring: Principal, APs, IC <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Develop common expectations for checks for understanding; incorporate formative assessment into lesson planning; review student work and formative data during PLCs; provide reteaching and enrichment based on identified needs.</td><td>Principal, AP, Instructional Coach, PLC Facilitators, Teachers</td><td>Ongoing all year</td><td></td></tr></table> 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					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Develop common expectations for checks for understanding; incorporate formative assessment into lesson planning; review student work and formative data during PLCs; provide reteaching and enrichment based on identified needs.	Principal, AP, Instructional Coach, PLC Facilitators, Teachers	Ongoing all year		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Develop common expectations for checks for understanding; incorporate formative assessment into lesson planning; review student work and formative data during PLCs; provide reteaching and enrichment based on identified needs.	Principal, AP, Instructional Coach, PLC Facilitators, Teachers	Ongoing all year										
Oct	Jan	Mar	May															

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, Jordan Elementary will increase student achievement by strengthening differentiated instruction and ensuring that instruction is responsive to the academic needs of all learners, including students requiring intervention, enrichment, scaffolds, and additional supports.

Evaluation Data Sources: STAAR, Checkpoints, PLC DATA

Strategy 1 Details					Reviews													
Strategy 1: Establish a consistent campus process for differentiating instruction based on student performance data and identified learning needs. Strategy's Expected Result/Impact: Teachers will consistently provide targeted supports and enrichment, resulting in increased student mastery and reduced achievement gaps among student groups. Staff Responsible for Monitoring: Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Train teachers on effective differentiation strategies; identify student needs through common assessments and progress-monitoring data; plan scaffolds, interventions, and enrichment during PLCs; monitor implementation through walkthroughs and student work.</td><td>Principal, AP, Instructional Coach, Special Education Staff, Teachers</td><td>Ongoing all year</td><td></td></tr></table> Title I: 2.52 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Train teachers on effective differentiation strategies; identify student needs through common assessments and progress-monitoring data; plan scaffolds, interventions, and enrichment during PLCs; monitor implementation through walkthroughs and student work.	Principal, AP, Instructional Coach, Special Education Staff, Teachers	Ongoing all year		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Train teachers on effective differentiation strategies; identify student needs through common assessments and progress-monitoring data; plan scaffolds, interventions, and enrichment during PLCs; monitor implementation through walkthroughs and student work.	Principal, AP, Instructional Coach, Special Education Staff, Teachers	Ongoing all year										
Oct	Jan	Mar	May															

Strategy 2 Details					Reviews													
Strategy 2: Implement a systematic intervention and enrichment cycle that provides students with timely opportunities for reteaching, practice, and extension. Strategy's Expected Result/Impact: Students will receive timely instructional responses to identified needs, resulting in increased mastery and greater opportunities for students already demonstrating proficiency to reach higher levels of learning. Staff Responsible for Monitoring: Principal, IC, APs <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Use PLC data meetings to identify students for intervention and enrichment; develop targeted intervention plans; provide scheduled intervention/enrichment opportunities; reassess students after intervention; adjust groups and instructional supports based on results.</td><td>Principal, AP, Instructional Coach, Teachers, Intervention Staff</td><td>Ongoing throughout the year</td><td></td></tr></table> Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 5					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Use PLC data meetings to identify students for intervention and enrichment; develop targeted intervention plans; provide scheduled intervention/enrichment opportunities; reassess students after intervention; adjust groups and instructional supports based on results.	Principal, AP, Instructional Coach, Teachers, Intervention Staff	Ongoing throughout the year		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Use PLC data meetings to identify students for intervention and enrichment; develop targeted intervention plans; provide scheduled intervention/enrichment opportunities; reassess students after intervention; adjust groups and instructional supports based on results.	Principal, AP, Instructional Coach, Teachers, Intervention Staff	Ongoing throughout the year										
Oct	Jan	Mar	May															

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Sixty-six percent (66.7%) of Barbara Jordan Elementary students are economically disadvantaged, creating increased academic and social-emotional support needs that may impact student achievement. Root Cause: Many students experience barriers associated with poverty, including limited access to academic resources, enrichment opportunities, and consistent learning support outside of school, requiring additional targeted interventions during the school day.
Curriculum, Instruction, and Assessment
Problem Statement 5: Intervention and enrichment opportunities are not consistently aligned to individual student needs. Root Cause: Assessment data and progress-monitoring systems are not consistently used to identify skill deficits and provide timely, targeted instructional support.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, Jordan Elementary will increase the percentage of classrooms demonstrating high levels of student engagement, academic ownership, and higher-order thinking through purposeful questioning, academic discourse, writing, collaboration, and student reflection.

Evaluation Data Sources: STAAR, Checkpoints, PLC DATA

Strategy 1 Details					Reviews													
Strategy 1: Build teacher capacity to facilitate higher-order thinking, academic discourse, questioning, and student-centered learning. Strategy's Expected Result/Impact: Students will engage more frequently in meaningful academic conversations, problem solving, analysis, and application of grade-level content. Staff Responsible for Monitoring: Principal, APs, IC <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Provide professional learning on questioning techniques, academic discourse, student discussion protocols, and higher-order thinking; model instructional strategies; conduct walkthroughs focused on student engagement and cognitive demand; provide coaching and feedback.</td><td>Principal, AP, Instructional Coach, Teachers</td><td>Throughout the year</td><td></td></tr></table> Title I: 2.52 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Provide professional learning on questioning techniques, academic discourse, student discussion protocols, and higher-order thinking; model instructional strategies; conduct walkthroughs focused on student engagement and cognitive demand; provide coaching and feedback.	Principal, AP, Instructional Coach, Teachers	Throughout the year		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Provide professional learning on questioning techniques, academic discourse, student discussion protocols, and higher-order thinking; model instructional strategies; conduct walkthroughs focused on student engagement and cognitive demand; provide coaching and feedback.	Principal, AP, Instructional Coach, Teachers	Throughout the year										
Oct	Jan	Mar	May															

Strategy 2 Details					Reviews													
Strategy 2: Increase opportunities for students to take ownership of their learning through goal setting, reflection, self-assessment, and demonstration of learning. Strategy's Expected Result/Impact: Students will demonstrate increased understanding of learning expectations and greater ownership of their academic progress. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Establish student-friendly learning targets and success criteria; incorporate student self-assessment and reflection; have students track progress toward learning goals; use student work conferences and reflection activities to support ownership of learning.</td><td>Principal, AP, Instructional Coach, Teachers</td><td>Ongoing</td><td></td></tr></table> Title I: 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					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Establish student-friendly learning targets and success criteria; incorporate student self-assessment and reflection; have students track progress toward learning goals; use student work conferences and reflection activities to support ownership of learning.	Principal, AP, Instructional Coach, Teachers	Ongoing		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Establish student-friendly learning targets and success criteria; incorporate student self-assessment and reflection; have students track progress toward learning goals; use student work conferences and reflection activities to support ownership of learning.	Principal, AP, Instructional Coach, Teachers	Ongoing										
Oct	Jan	Mar	May															

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, Jordan Elementary will increase overall student attendance and reduce chronic absenteeism by implementing a proactive, campus-wide attendance system that identifies barriers to attendance and provides timely interventions and family support.

Evaluation Data Sources: Average Daily Attendance

Strategy 1 Details					Reviews													
Strategy 1: Implement a proactive attendance monitoring and intervention process to identify students at risk for chronic absenteeism. Strategy's Expected Result/Impact: Students identified as at risk for chronic absenteeism will receive timely interventions, resulting in improved attendance and reduced chronic absenteeism. Staff Responsible for Monitoring: Principal, APs, Teachers, Clerk <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Review attendance data weekly; identify students approaching attendance concerns; establish attendance intervention tiers; communicate attendance concerns with families; document interventions and monitor student progress.</td><td>Principal, Assistant Principal, Attendance Clerk, Teachers, Counselor</td><td>Throughout the year</td><td></td></tr></table> Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Review attendance data weekly; identify students approaching attendance concerns; establish attendance intervention tiers; communicate attendance concerns with families; document interventions and monitor student progress.	Principal, Assistant Principal, Attendance Clerk, Teachers, Counselor	Throughout the year		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Review attendance data weekly; identify students approaching attendance concerns; establish attendance intervention tiers; communicate attendance concerns with families; document interventions and monitor student progress.	Principal, Assistant Principal, Attendance Clerk, Teachers, Counselor	Throughout the year										
Oct	Jan	Mar	May															

Title I:

2.53

- ESF Levers:

Lever 3: Positive School Culture

Strategy 2 Details					Reviews													
Strategy 2: Develop positive attendance initiatives that recognize and reinforce regular attendance and build a culture where students understand the importance of being at school every day. Strategy's Expected Result/Impact: Students and families will have increased awareness of the importance of attendance, resulting in improved daily attendance and student engagement. Staff Responsible for Monitoring: Principal, APs, Counselor <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Establish campus attendance goals; recognize students/classes demonstrating strong attendance; communicate attendance successes with families; incorporate attendance messaging into campus communications and student activities.</td><td>Principal, AP, Counselor, Teachers</td><td>Ongoing</td><td></td></tr></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Establish campus attendance goals; recognize students/classes demonstrating strong attendance; communicate attendance successes with families; incorporate attendance messaging into campus communications and student activities.	Principal, AP, Counselor, Teachers	Ongoing		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Establish campus attendance goals; recognize students/classes demonstrating strong attendance; communicate attendance successes with families; incorporate attendance messaging into campus communications and student activities.	Principal, AP, Counselor, Teachers	Ongoing										
Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, Jordan Elementary will strengthen school connectedness by ensuring students have meaningful relationships with adults, opportunities to participate in campus activities, and a sense of belonging and ownership within the school community.

Evaluation Data Sources: Family and Student Survey

Strategy 1 Details					Reviews													
Strategy 1: Implement systems that strengthen positive relationships between students and adults and ensure every student has a trusted adult on campus. Strategy's Expected Result/Impact: Students will report increased feelings of belonging, safety, and connection to school, resulting in stronger engagement and participation in learning. Staff Responsible for Monitoring: Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Identify students needing additional connection; establish check-in/check-out or mentoring supports; conduct student voice surveys; use counselor and teacher feedback to identify students needing additional support; provide opportunities for positive adult-student interactions.</td><td>Counselor, Teachers, AP, Principal</td><td>Aug. 2026-May 2027</td><td></td></tr></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Identify students needing additional connection; establish check-in/check-out or mentoring supports; conduct student voice surveys; use counselor and teacher feedback to identify students needing additional support; provide opportunities for positive adult-student interactions.	Counselor, Teachers, AP, Principal	Aug. 2026-May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Identify students needing additional connection; establish check-in/check-out or mentoring supports; conduct student voice surveys; use counselor and teacher feedback to identify students needing additional support; provide opportunities for positive adult-student interactions.	Counselor, Teachers, AP, Principal	Aug. 2026-May 2027										
Oct	Jan	Mar	May															

Strategy 2 Details					Reviews													
Strategy 2: Increase student participation in leadership, recognition, clubs, activities, and campus traditions that promote belonging and school pride. Strategy's Expected Result/Impact: Students will have increased opportunities to contribute to the school community and develop a stronger sense of belonging and pride in being a Jordan Jaguar. Staff Responsible for Monitoring: Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Expand student leadership opportunities; implement student recognition programs; provide opportunities for students to participate in campus events and activities; celebrate student accomplishments; incorporate student voice into campus activities.</td><td>Principal, AP, Counselor, Teachers</td><td>Sept. 2026-May 2027</td><td></td></tr></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Expand student leadership opportunities; implement student recognition programs; provide opportunities for students to participate in campus events and activities; celebrate student accomplishments; incorporate student voice into campus activities.	Principal, AP, Counselor, Teachers	Sept. 2026-May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Expand student leadership opportunities; implement student recognition programs; provide opportunities for students to participate in campus events and activities; celebrate student accomplishments; incorporate student voice into campus activities.	Principal, AP, Counselor, Teachers	Sept. 2026-May 2027										
Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2027, Jordan Elementary will strengthen a positive, safe, and supportive school culture by implementing consistent expectations, proactive behavior supports, and restorative responses that reduce discipline referrals from 114 to under 100 and increase positive student behavior.

Evaluation Data Sources: Discipline referral Data, Staff Survey

Strategy 1 Details					Reviews													
Strategy 1: Implement consistent campus-wide behavior expectations and positive behavior supports across classrooms and common areas. Strategy's Expected Result/Impact: Students will demonstrate increased understanding of behavioral expectations, resulting in fewer discipline incidents and more consistent positive behavior across the campus. Staff Responsible for Monitoring: APs <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Review and teach campus behavior expectations; establish common language and procedures; reinforce expectations throughout the year; use positive recognition systems; review discipline data to identify trends and areas needing additional support.</td><td>Principal, AP, Counselor, Teachers</td><td>Aug. 2026-May 2027</td><td></td></tr></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Review and teach campus behavior expectations; establish common language and procedures; reinforce expectations throughout the year; use positive recognition systems; review discipline data to identify trends and areas needing additional support.	Principal, AP, Counselor, Teachers	Aug. 2026-May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Review and teach campus behavior expectations; establish common language and procedures; reinforce expectations throughout the year; use positive recognition systems; review discipline data to identify trends and areas needing additional support.	Principal, AP, Counselor, Teachers	Aug. 2026-May 2027										
Oct	Jan	Mar	May															

Strategy 2 Details					Reviews													
Strategy 2: Use discipline and behavior data to provide targeted interventions and restorative support for students demonstrating recurring behavioral concerns. Strategy's Expected Result/Impact: Students with recurring behavioral concerns will receive timely, individualized support, resulting in improved behavior and fewer repeat discipline incidents. Staff Responsible for Monitoring: AP <table border="1"><thead><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr></thead><tbody><tr><td>1</td><td>Review discipline referrals monthly; identify behavioral trends and students needing support; develop behavior intervention plans when appropriate; provide counseling/check-ins; implement restorative conversations and monitor student progress.</td><td>AP, Counselor, Teachers, Behavior Support Staff</td><td>Throughout the year</td><td></td></tr></tbody></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Review discipline referrals monthly; identify behavioral trends and students needing support; develop behavior intervention plans when appropriate; provide counseling/check-ins; implement restorative conversations and monitor student progress.	AP, Counselor, Teachers, Behavior Support Staff	Throughout the year		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Review discipline referrals monthly; identify behavioral trends and students needing support; develop behavior intervention plans when appropriate; provide counseling/check-ins; implement restorative conversations and monitor student progress.	AP, Counselor, Teachers, Behavior Support Staff	Throughout the year										
Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 4: By May 2027, Jordan Elementary will increase meaningful family and community engagement by strengthening two-way communication, increasing family participation in campus events and learning opportunities, and developing partnerships that support student success.

Evaluation Data Sources: Family Survey, Participation and family engagement in School events.

Strategy 1 Details					Reviews													
Strategy 1: Strengthen two-way communication with families to ensure parents and caregivers are informed, welcomed, and actively involved in their child's education. Strategy's Expected Result/Impact: Families will have increased awareness of student learning, campus expectations, and available supports, resulting in stronger family-school partnerships. Staff Responsible for Monitoring: Principal <table border="1"><thead><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr></thead><tbody><tr><td>1</td><td>Establish consistent communication expectations; provide regular campus updates; communicate student progress and celebrations; provide multiple opportunities for families to provide feedback; ensure communication is accessible to all families.</td><td>Principal, AP, Teachers, Counselor</td><td>Throughout the year</td><td></td></tr></tbody></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Establish consistent communication expectations; provide regular campus updates; communicate student progress and celebrations; provide multiple opportunities for families to provide feedback; ensure communication is accessible to all families.	Principal, AP, Teachers, Counselor	Throughout the year		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Establish consistent communication expectations; provide regular campus updates; communicate student progress and celebrations; provide multiple opportunities for families to provide feedback; ensure communication is accessible to all families.	Principal, AP, Teachers, Counselor	Throughout the year										
Oct	Jan	Mar	May															

Strategy 2 Details					Reviews													
Strategy 2: Increase family participation in campus events, academic activities, and opportunities to support student learning. Strategy's Expected Result/Impact: More families will participate in campus activities and learning opportunities, strengthening the partnership between home and school and supporting student achievement. Staff Responsible for Monitoring: Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Host family engagement events; provide opportunities for families to participate in academic activities; partner with community organizations; track participation; use family feedback to improve future events and engagement opportunities.</td><td>Principal, AP, Family Engagement Coordinator, Teachers</td><td>All year</td><td></td></tr></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Host family engagement events; provide opportunities for families to participate in academic activities; partner with community organizations; track participation; use family feedback to improve future events and engagement opportunities.	Principal, AP, Family Engagement Coordinator, Teachers	All year		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Host family engagement events; provide opportunities for families to participate in academic activities; partner with community organizations; track participation; use family feedback to improve future events and engagement opportunities.	Principal, AP, Family Engagement Coordinator, Teachers	All year										
Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue