

Ector County Independent School District

Gonzales Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



Mission Statement

At Gonzales Elementary, we ignite curiosity and inspire a lifelong love of learning. In our caring school family, every child is known by name, valued for who they are, and supported to grow into confident, kind, and respectful individuals ready to make a difference.

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Board Goals

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

Performance Objective 1: By May of 2027, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 37% to 40%.

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 Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: STAAR Interim, Checkpoint Data, iReady Diagnostics, STAAR Summative

Strategy 1 Details	Reviews			
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring, focused reteach, Do the Math, iReady based on district recommendations. Strategy's Expected Result/Impact: Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 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 Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will create student data folders to ensure students track monthly iReady Math progress and Math Checkpoint data. Teachers will conference with students to discuss data folders, track iReady lesson progress, and provide new goals a minimum of twice each grading period Strategy's Expected Result/Impact: Increased student awareness of strengths and weaknesses. Collaboration and goal setting led by the teacher increasing student self-accountability. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: In 25-26, only 37% of 3rd-5th grade students were on grade level in Math according to STAAR. Root Cause: Lack of instructional support through planning or feedback/coaching paired with a lack of purposeful intervention/reteach.

Student Achievement
Problem Statement 2: In 25-26, only 51% of students (K-5th) met their typical iReady growth for RLA and only 60% met typical growth for iReady Math (3rd-5th). Root Cause: A lack of intentional, purposeful tracking of lessons passed, with emphasis instead placed on minutes logged.

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

Performance Objective 2: By May of 2027, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 40% to 45%.

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: STAAR Interim, Checkpoint Data, iReady Diagnostics, STAAR Summative

Strategy 1 Details	Reviews			
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2 Funding Sources: MCL (2) - Title One School-wide - \$30,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring, focused reteach, LLI, iReady based on district recommendations. Strategy's Expected Result/Impact: Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 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 Problem Statements: Student Achievement 1, 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will create student data folders to ensure students track monthly iReady RLA progress and RLA Checkpoint data. Teachers will conference with students to discuss data folders, track iReady lesson progress, and provide new goals a minimum of twice each grading period Strategy's Expected Result/Impact: Increased student awareness of strengths and weaknesses. Collaboration and goal setting led by the teacher increasing student self-accountability. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: In 25-26, only 37% of 3rd-5th grade students were on grade level in Math according to STAAR. Root Cause: Lack of instructional support through planning or feedback/coaching paired with a lack of purposeful intervention/reteach.

Student Achievement
Problem Statement 2: In 25-26, only 51% of students (K-5th) met their typical iReady growth for RLA and only 60% met typical growth for iReady Math (3rd-5th). Root Cause: A lack of intentional, purposeful tracking of lessons passed, with emphasis instead placed on minutes logged.

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

Performance Objective 3: By May of 2027, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 27% to 35%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: Checkpoint Data, STAAR Summative

Strategy 1 Details		Reviews			
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Teachers will create student data folders to ensure students track monthly iReady progress and Checkpoint data. Teachers will conference with students to discuss data folders, track iReady lesson progress, and provide new goals a minimum of twice each grading period Strategy's Expected Result/Impact: Increased student awareness of strengths and weaknesses. Collaboration and goal setting led by the teacher increasing student self-accountability. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 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		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 1: By May of 2027, the % of students performing at the MEETS level on 3rd grade Reading STAAR will increase from 28% to 35%

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%

Evaluation Data Sources: STAAR Interim, Checkpoint Data, iReady Diagnostics, STAAR Summative

Strategy 1 Details	Reviews			
	Formative			Summative
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Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Achievement 2				

Strategy 2 Details	Reviews			
Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring, focused reteach, LLI, iReady based on district recommendations. Strategy's Expected Result/Impact: Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 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 Problem Statements: Student Achievement 2 Funding Sources: Reach Associates - Title One School-wide - \$66,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will create student data folders to ensure students track monthly iReady RLA progress and RLA Checkpoint data. Teachers will conference with students to discuss data folders, track iReady lesson progress, and provide new goals a minimum of twice each grading period Strategy's Expected Result/Impact: Increased student awareness of strengths and weaknesses. Collaboration and goal setting led by the teacher increasing student self-accountability. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: In 25-26, only 51% of students (K-5th) met their typical iReady growth for RLA and only 60% met typical growth for iReady Math (3rd-5th). Root Cause: A lack of intentional, purposeful tracking of lessons passed, with emphasis instead placed on minutes logged.

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

Performance Objective 2: The % of Kinder-3rd grade students meeting their iReady stretch growth will increase 10% for each grade level: 22% for Kindergarten, 40% for 1st Grade, 31% for 2nd Grade, and 37% for 3rd Grade.

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%

Evaluation Data Sources: iReady Diagnostics

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring 4 times a week, LLI 4 times a week and iReady based on district recommendations. Strategy's Expected Result/Impact: Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 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 Problem Statements: Student Achievement 1, 2				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will create student data folders to ensure students track monthly iReady RLA progress and RLA Checkpoint data. Teachers will conference with students to discuss data folders, track iReady lesson progress, and provide new goals a minimum of twice each grading period Strategy's Expected Result/Impact: Increased student awareness of strengths and weaknesses. Collaboration and goal setting led by the teacher increasing student self-accountability. Staff Responsible for Monitoring: Core Leadership Tea, Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: In 25-26, only 37% of 3rd-5th grade students were on grade level in Math according to STAAR. Root Cause: Lack of instructional support through planning or feedback/coaching paired with a lack of purposeful intervention/reteach.
Problem Statement 2: In 25-26, only 51% of students (K-5th) met their typical iReady growth for RLA and only 60% met typical growth for iReady Math (3rd-5th). Root Cause: A lack of intentional, purposeful tracking of lessons passed, with emphasis instead placed on minutes logged.

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: School Connectedness Student panorama data will increase from 87% to 90%.

Indicators of Success:

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

Evaluation Data Sources: Panorama

Strategy 1 Details	Reviews			
Strategy 1: The iLead SEL curriculum will be implemented weekly in classrooms to build positive relationships among students and teachers. Strategy's Expected Result/Impact: Decrease in discipline issues and an increase in student's perception of belonging. Staff Responsible for Monitoring: Administration and counselor Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Character Education lessons will be rolled out to students monthly for 30 minutes by the counselor. Strategy's Expected Result/Impact: Increased exposure to iLead by students leading to higher emotional maturity or awareness in students. Staff Responsible for Monitoring: Administration and Counselor Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Staff will recognize student growth or achievement using competitions, rewards such as celebrations or ceremonies, phone calls or messages home, and student conferences. Strategy's Expected Result/Impact: Increased confidence in self and increase motivation to continue to improve. Staff Responsible for Monitoring: All Staff Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		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: Student sense of belonging will increase from 81% to 85%.

Indicators of Success:

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

Evaluation Data Sources: Panorama

Strategy 1 Details	Reviews			
Strategy 1: Staff will recognize student growth or achievement using competitions, rewards such as celebrations or ceremonies, phone calls or messages home, and student conferences. Strategy's Expected Result/Impact: Increased confidence in self and increase motivation to continue to improve. Staff Responsible for Monitoring: All Staff Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Staff will initiate and document at least two positive parent/guardian contacts weekly, through a phone call, written note, or message home. Strategy's Expected Result/Impact: When staff proactively share good news with families every week, it builds trust, strengthens attendance and behavior, and creates a culture where parents feel like partners rather than just recipients of bad news. Staff Responsible for Monitoring: All Staff Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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 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: Student daily attendance will increase from 93.9% to 95%.

Indicators of Success:

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

Evaluation Data Sources: Campus attendance reports and district COC reports

Strategy 1 Details	Reviews			
Strategy 1: Parents will be contacted daily regarding student absences by attendance clerk. Campus will follow District truancy contact procedures at each level. Strategy's Expected Result/Impact: Increase parental awareness of the importance of attendance and increased daily attendance. Staff Responsible for Monitoring: Administration, Counselor, COC, Attendance Clerk Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The campus will hold attendance celebrations/acknowledgements to increase student engagement and awareness. Students with perfect attendance will be acknowledged at each awards ceremony. Students with less than 3 absences per semester will be invited to an attendance celebration at the end of each semester. Strategy's Expected Result/Impact: Increased motivation for school attendance and increased parent engagement in attendance needs. Staff Responsible for Monitoring: All staff Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: In 25-26, student attendance was at 93.9% across K-5th. **Root Cause:** Inconsistent enforcement and follow-through in prior years contributed to parent perceptions that minimize the urgency of regular attendance.

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: Exclusionary disciplinary infractions will decrease from 18% to 16%.

Indicators of Success:

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

Evaluation Data Sources: Discipline referrals in Focus

Strategy 1 Details	Reviews			
Strategy 1: Implementation of Emergent Tree Tier 1 across all campus classrooms during the 26-27 school year including Skill Building, Reach and Respond, and Feedback Boards. Strategy's Expected Result/Impact: Increase staff/student comprehension of expectations, acknowledgement of rules and increased consistency in all areas of campus. Staff Responsible for Monitoring: All staff Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Begin implementation of Emergent Tree Tier 2 Interventions across pilot team. Strategy's Expected Result/Impact: Shared understanding of instructional approach to behavior and organized behavioral practices. Staff Responsible for Monitoring: All staff and Tier 2 team Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, 100% of classroom teachers will complete campus or district blended-learning professional development, and at least 85% will demonstrate consistent implementation of blended-learning strategies during classroom walkthroughs.

Evaluation Data Sources: Walkthrough data and evidence of instructional growth

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be trained a minimum of 2x each semester on blended learning practices. Strategy's Expected Result/Impact: Strengthen campus understanding and implementation of blended learning. Staff Responsible for Monitoring: Administration and Blended Learning Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Core teachers will use i-Ready, district digital resources, and classroom assessment data to create purposeful blended-learning experiences that provide intervention, grade-level practice, enrichment, student choice, and opportunities for teacher-led small-group instruction. Strategy's Expected Result/Impact: Increase student outcomes and ownership. Increase in purposeful planning and differentiation as evidenced during walkthroughs and planning. Staff Responsible for Monitoring: Administration and Blended Learning Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: In 25-26, only 37% of 3rd-5th grade students were on grade level in Math according to STAAR. Root Cause: Lack of instructional support through planning or feedback/coaching paired with a lack of purposeful intervention/reteach. Problem Statement 2: In 25-26, only 51% of students (K-5th) met their typical iReady growth for RLA and only 60% met typical growth for iReady Math (3rd-5th). Root Cause: A lack of intentional, purposeful tracking of lessons passed, with emphasis instead placed on minutes logged.
School Culture and Climate
Problem Statement 1: Faculty Growth Mindset is the lowest-scoring indicator on the 25-26 Instructional Staff Climate Survey, with only 67% of instructional staff responding favorably. Root Cause: Staff feel supported and confident in their current teaching, but professional learning and feedback conversations don't consistently push them to keep growing and changing their practice.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, the percentage of classrooms consistently implementing AVID WICOR and structured student discourse will increase from not measured to 90%.

Evaluation Data Sources: Classroom walkthroughs and observations, AVID evidence

Strategy 1 Details	Reviews			
Strategy 1: Campus leadership will provide ongoing professional development on AVID strategies (WICOR) and structured discourse protocols (Socratic seminar, Costa's levels of questioning, collaborative structures) during PLCs to build teacher capacity for embedding rigor and discourse into daily instruction. Strategy's Expected Result/Impact: Increased student outcomes Staff Responsible for Monitoring: All staff Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in peer observation and grade-level collaboration to share AVID strategies and discourse techniques that are working in their classrooms, building a campus-wide culture of shared practice and continuous refinement of rigor and student engagement. Strategy's Expected Result/Impact: Increased confidence in practice Staff Responsible for Monitoring: Administration and Leadership team Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: In 25-26, only 37% of 3rd-5th grade students were on grade level in Math according to STAAR. **Root Cause:** Lack of instructional support through planning or feedback/coaching paired with a lack of purposeful intervention/reteach.

Problem Statement 2: In 25-26, only 51% of students (K-5th) met their typical iReady growth for RLA and only 60% met typical growth for iReady Math (3rd-5th). **Root Cause:** A lack of intentional, purposeful tracking of lessons passed, with emphasis instead placed on minutes logged.

School Culture and Climate

Problem Statement 1: Faculty Growth Mindset is the lowest-scoring indicator on the 25-26 Instructional Staff Climate Survey, with only 67% of instructional staff responding favorably. **Root Cause:** Staff feel supported and confident in their current teaching, but professional learning and feedback conversations don't consistently push them to keep growing and changing their practice.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, 100% of priority teachers will participate in documented observation and feedback coaching cycles by an MCL. At least 90% will demonstrate implementation of their identified action steps, as measured through coaching records and walkthrough data.

Evaluation Data Sources: Walkthrough data, Sibme notes

Strategy 1 Details	Reviews			
Strategy 1: By May of 2027, 100% of MCI's will attend a minimum of 3 trainings facilitated by Darryl Williams. Strategy's Expected Result/Impact: Increase in instructional coaching effectiveness leading to an increase in student outcomes. Staff Responsible for Monitoring: Administration and Opportunity Culture staff Title I: 2.51, 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, 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 Funding Sources: Opportunity Culture Program - Title One School-wide - \$56,834	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: By May 2027, 100% of staff will attend a minimum of 3 principal communication sessions regarding Opportunity Culture. Strategy's Expected Result/Impact: Increase in awareness and knowledge of Opportunity Culture program. Staff Responsible for Monitoring: Administration Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 1: 100% of core classrooms will implement iLead a minimum of 20 minutes weekly.

Evaluation Data Sources: Observations and check-ins, master schedule

Strategy 1 Details	Reviews			
Strategy 1: 100% of staff will submit their schedule for students to receive or complete their iLead lesson weekly. Strategy's Expected Result/Impact: Students will feel more connected and develop essential life skills. Staff Responsible for Monitoring: Counselor and Administration Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Each grading period, the campus counselor will complete brief, check-ins with staff to track iLead implementation. Strategy's Expected Result/Impact: Students will feel more connected and develop essential skills. Staff Responsible for Monitoring: Counselor Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 2: By May of 2027, 100% of students will participate in at least 20 minutes of daily recess and the required weekly physical education minutes, as measured by master schedules and campus walkthroughs.

Evaluation Data Sources: Master schedule and campus walkthroughs

Strategy 1 Details	Reviews			
Strategy 1: Campus administration will build and monitor a master schedule that embeds 20 minutes of daily recess and the state-required weekly PE minutes for every grade level Strategy's Expected Result/Impact: Increase in student health and activity levels Staff Responsible for Monitoring: Administration and PE Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Campus will host an annual Field Day event engaging students in structured physical activities while also boosting parent engagement. Strategy's Expected Result/Impact: Student increased positive perceptions surrounding physical fitness. Staff Responsible for Monitoring: Administration and PE Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2027, the school will develop and implement an annual parent/guardian engagement survey to measure perceptions of involvement in their child's learning and the school community, establishing baseline data to inform future engagement goals.

Evaluation Data Sources: Title I parent survey

Strategy 1 Details	Reviews			
Strategy 1: Host two Family Academic Nights focused on literacy, math, and social-emotional learning, where parents participate in interactive activities, receive take-home resources, and learn strategies to support learning at home. Strategy's Expected Result/Impact: Increase in parent perceptions and feeling welcome on campus Staff Responsible for Monitoring: Administration Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Implement a consistent two-way communication system Class Dojo and Focus communication that includes both school-wide updates and personalized messages from teachers, ensuring parents have regular opportunities to share feedback and ask questions. Strategy's Expected Result/Impact: Parents will be more informed of student progress. Staff Responsible for Monitoring: Grade level leaders and administration Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				