

Ector County Independent School District

Lyndon B. Johnson Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



Mission Statement

We Find Success in Each One, Some Way, Every Day!

Vision

At L.B. Johnson Elementary School, we envision a high-performing learning community where every student achieves excellence in reading, mathematics, science, and social studies. Through rigorous instruction, AVID strategies, social-emotional learning, innovation, and strong partnerships with families, we empower students to become confident learners, critical thinkers, compassionate leaders, and responsible citizens prepared for college, career, and life.

Value Statement

One Percent Better – We believe we can improve by one percent every single day. We set goals to achieve small improvements in each lesson.

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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 2027, L.B. Johnson Elementary will increase the average percentage of students achieving the STAAR Meets Grade Level standard in Reading from 40.3% to 44%, with a targeted focus on improving achievement in 3rd and 4th Grade Reading through the consistent implementation of the ECISD Reading Framework, high-quality Tier I instruction, data-driven interventions, and rigorous, standards-aligned instructional practices

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: I-Ready, District and Campus Based Assessment, STAAR Interim, STAAR.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement the ECISD Reading Framework with fidelity by delivering rigorous Tier I instruction, utilizing standards-aligned lesson annotations, explicit vocabulary instruction, close reading, collaborative learning, and frequent checks for understanding to ensure all students master grade-level reading standards. Strategy's Expected Result/Impact: Students will demonstrate stronger comprehension, vocabulary, and analytical reading skills, resulting in increased mastery of grade-level TEKS and higher performance on district assessments and the STAAR Reading assessment. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Department Leads TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 5 - Curriculum, Instruction, and Assessment 2, 6	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teachers will use formative assessment data, common assessments, i-Ready, and STAAR-aligned data to identify student needs, provide targeted small-group intervention and enrichment, and monitor student progress through PLCs and instructional planning meetings. Strategy's Expected Result/Impact: Students will receive timely, targeted instruction based on individual learning needs, leading to accelerated academic growth, increased achievement in 3rd and 4th Grade Reading, and an increase in the percentage of students achieving the STAAR Meets Grade Level standard. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Department Leads TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Designate one Title I-funded ELAR Lead Teacher to provide targeted support in 3rd and 4th Grade Reading through small-group instruction, data analysis, teacher collaboration, and implementation of the ECISD Reading Framework. The teacher will focus on accelerating students toward STAAR Meets Grade Level and supporting the campus goal of increasing Reading Meets from 40.3% to 44% by May 2027. Strategy's Expected Result/Impact: The Title I ELAR Lead Teacher has demonstrated high STAAR Meets and Masters performance and will use proven instructional practices to coach and support 3rd and 4th grade teachers, strengthen Tier I instruction, and increase student achievement in Reading. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Department Leads TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 5 - Curriculum, Instruction, and Assessment 6 Funding Sources: Title 1 Lead Position - Title One School-wide - \$4,200	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: All reading teachers and instructional support staff will participate in ongoing professional development focused on the Science of Reading to strengthen evidence-based literacy instruction. Training will emphasize phonemic awareness, phonics, fluency, vocabulary, comprehension, and the use of data to provide targeted, differentiated instruction. Campus leadership will monitor implementation through walkthroughs, coaching, PLCs, and student performance data to ensure strategies are implemented with fidelity. Strategy's Expected Result/Impact: Implementation of Science of Reading practices will strengthen Tier I reading instruction, increase teacher effectiveness, and improve students' foundational literacy and comprehension skills. As a result, students are expected to demonstrate increased reading growth and achievement on campus, district, and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Department Leads TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Science of Reading Professional Development - Title One School-wide - \$6,000	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Although a majority of students met the Approaches Grade Level standard in Reading and Mathematics, the percentage of students achieving the Meets and Masters performance levels remains below the campus goal. Increasing rigorous Tier I instruction and academic discourse is needed to ensure more students demonstrate grade-level mastery and advanced achievement. Root Cause: Tier I instruction is not consistently implemented at the level of rigor needed to move students beyond the Approaches performance level. Increased academic discourse, higher-order thinking, differentiation, and data-driven instruction are needed to improve Meets and Masters achievement. Problem Statement 5: While students are demonstrating foundational academic skills, additional emphasis is needed on higher-order thinking, academic vocabulary, written responses, and critical problem-solving to increase student performance at the Meets and Masters levels across all content areas. Root Cause: Instruction does not consistently provide students with rigorous opportunities to develop higher-order thinking, academic vocabulary, written responses, and critical problem-solving skills across all content areas.
Curriculum, Instruction, and Assessment
Problem Statement 2: Although a majority of students met the Approaches Grade Level standard in Reading and Mathematics, the percentage of students achieving the Meets and Masters performance levels remains below the campus goal. Increasing rigorous Tier I instruction and academic discourse is needed to ensure more students demonstrate grade-level mastery and advanced achievement. Root Cause: Tier I instruction is not consistently implemented at the level of rigor needed to move students beyond the Approaches performance level. Increased academic discourse, higher-order thinking, differentiation, and data-driven instruction are needed to improve Meets and Masters achievement. Problem Statement 6: While students are demonstrating foundational academic skills, additional emphasis is needed on higher-order thinking, academic vocabulary, written responses, and critical problem-solving to increase student performance at the Meets and Masters levels across all content areas. Root Cause: Instruction does not consistently provide students with rigorous opportunities to develop higher-order thinking, academic vocabulary, written responses, and critical problem-solving skills across all content areas.

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, L.B. Johnson Elementary will increase the average percentage of students achieving the STAAR Meets Grade Level standard in Mathematics from 33% to 38%, with a targeted focus on improving achievement in Grades 4 and 5 through the consistent implementation of the ECISD Mathematics Framework, rigorous Tier I instruction, conceptual learning, mathematical discourse, and data-driven interventions.

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: I-Ready, District and Campus Based Assessment, STAAR Interim, STAAR.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement the ECISD Mathematics Framework with fidelity by delivering rigorous Tier I instruction that emphasizes conceptual understanding, mathematical discourse, problem-solving, multiple representations, and daily opportunities for students to justify their mathematical thinking Strategy's Expected Result/Impact: Students will develop stronger conceptual understanding, increase mathematical reasoning and problem-solving skills, and demonstrate higher levels of achievement on classroom assessments, district benchmarks, and the STAAR Mathematics assessment. Staff Responsible for Monitoring: Principals, Assistant Principals, MCLs, Department Leads TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1 - Student Achievement 1, 2, 3, 4, 8 - Curriculum, Instruction, and Assessment 1, 2, 3, 4, 5	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Teachers will use common assessments, i-Ready, formative assessments, and STAAR-aligned data to identify student needs, provide targeted intervention and enrichment during small-group instruction and Knights of the Round Table (KORT), and monitor student progress through PLCs and data meetings. Strategy's Expected Result/Impact: Students will receive timely, data-driven instruction tailored to their individual needs, resulting in accelerated growth, increased proficiency in Grades 4 and 5 Mathematics, and a higher percentage of students achieving the STAAR Meets Grade Level standard. Staff Responsible for Monitoring: Principals, Assistant Principals, MCLs, Department Leads TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Teachers will engage in professional development facilitated by Vontoure Learning, with a focus on hands-on, practical instructional applications. Teachers will collaborate to discuss, practice, and implement strategies that strengthen student engagement, rigor, and effective Tier I instruction. Strategy's Expected Result/Impact: Teachers will strengthen instructional practices through hands-on learning and collaboration, resulting in increased student engagement, stronger Tier I instruction, and improved student achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Department Leads TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Professional Development-Vontoure - Title One School-wide - \$2,200		Formative			Summative
		Oct	Jan	Mar	May
Strategy 4 Details		Reviews			
Strategy 4: Teachers will implement i-Ready Fluency Flight for 7 minutes daily and incorporate Bluebonnet Sprints to strengthen math fluency. Students in Grades 1-3 will complete Formative Loop daily, while K-1 students will participate in daily Calendar Math to build foundational math skills and automaticity. Strategy's Expected Result/Impact: Students will demonstrate increased math fact fluency, number sense, accuracy, and automaticity, resulting in stronger foundational skills and improved overall math achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Department Leads TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
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Strategy 5 Details		Reviews			
Strategy 5: The Principal, Assistant Principal, MCLs, and Department Leads will conduct frequent daily instructional walkthroughs and provide teachers with timely, actionable feedback. Coaching in the moment will be implemented campuswide to strengthen Tier I instruction, address instructional needs immediately, and promote continuous teacher growth. Strategy's Expected Result/Impact: Frequent walkthroughs and in-the-moment coaching will strengthen instructional practices, increase consistency and rigor across classrooms, and improve student engagement and academic achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Department Leads ESF Levers: Lever 5: Effective Instruction Funding Sources: Opportunity Culture Program - Title One School-wide - \$35,000		Formative			Summative
		Oct	Jan	Mar	May
Strategy 6 Details		Reviews			
Strategy 6: Students identified as High Did Not Meet (DNM) and High Approaches in Math will participate in one hour of targeted after-school tutoring. Instruction will focus on identified TEKS gaps, mathematical reasoning, problem-solving, computation, and multiple representations. Student progress will be monitored through formative assessments and data reviews to provide targeted instruction and accelerate students toward the next STAAR performance level. Strategy's Expected Result/Impact: Targeted after-school math tutorials will provide additional instructional time to close identified TEKS gaps and strengthen mathematical reasoning and problem-solving skills. Students identified as High DNM and High Approaches are expected to demonstrate accelerated growth, increasing movement from DNM to Approaches and from Approaches to Meets or Masters, resulting in improved STAAR Math performance and overall campus accountability outcomes. Staff Responsible for Monitoring: Principal, Assistant Principals, MCLs, Department Leads TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: After School Tutorials - Title One School-wide - \$7,500		Formative			Summative
		Oct	Jan	Mar	May

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: By May 2027, identified students performing at high DNM and high Approaches will receive targeted math support from a part-time tutor to increase student growth and move students to the next STAAR performance level. Strategy's Expected Result/Impact: Students will strengthen math skills and increase performance from DNM to Approaches and Approaches to Meets. Staff Responsible for Monitoring: Principal, Assistant Principal, MCL, Department Leads ESF Levers: Lever 5: Effective Instruction				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Special Education student achievement remains below campus expectations across multiple content areas, indicating a need for stronger instructional practices, consistent implementation of accommodations, and targeted interventions to improve academic growth and performance. Root Cause: Special Education students have not consistently received high-quality, grade-level instruction with appropriate accommodations, specially designed instruction, and targeted interventions. Inconsistent implementation of IEP accommodations, differentiated instructional strategies, and progress monitoring has limited student access to the curriculum and contributed to low academic performance across
Student Achievement
Problem Statement 1: Although a majority of students met the Approaches Grade Level standard in Reading and Mathematics, the percentage of students achieving the Meets and Masters performance levels remains below the campus goal. Increasing rigorous Tier I instruction and academic discourse is needed to ensure more students demonstrate grade-level mastery and advanced achievement. Root Cause: Tier I instruction is not consistently implemented at the level of rigor needed to move students beyond the Approaches performance level. Increased academic discourse, higher-order thinking, differentiation, and data-driven instruction are needed to improve Meets and Masters achievement.
Problem Statement 2: Mathematics achievement continues to be an area of focus, particularly in Grades 4 and 5, where a significant number of students performed at the Approaches level rather than the Meets or Masters levels. Students need increased opportunities to engage in conceptual problem-solving, mathematical reasoning, and real-world application to accelerate achievement. Root Cause: Tier I mathematics instruction is not consistently emphasizing conceptual understanding, mathematical reasoning, and problem-solving at the level of rigor needed to move students from the Approaches performance level to Meets and Masters.
Problem Statement 3: Achievement gaps continue to exist among student groups, including Emergent Bilingual, Special Education, and At-Risk students. Additional differentiated instruction, targeted interventions, and progress monitoring are needed to ensure all student groups demonstrate academic growth and proficiency. Root Cause: Targeted supports and differentiated Tier I instruction are not consistently implemented to address the diverse academic needs of Emergent Bilingual, Special Education, and At-Risk students, resulting in persistent achievement gaps.
Problem Statement 4: Special Education student achievement remains below campus expectations across multiple content areas, indicating a need for stronger instructional practices, consistent implementation of accommodations, and targeted interventions to improve academic growth and performance. Root Cause: Special Education students have not consistently received high-quality, grade-level instruction with appropriate accommodations, specially designed instruction, and targeted interventions. Inconsistent implementation of IEP accommodations, differentiated instructional strategies, and progress monitoring has limited student access to the curriculum and contributed to low academic performance across

Student Achievement

Problem Statement 8: L.B. Johnson Elementary is projected to receive a C accountability rating, primarily due to mathematics performance and growth. **Root Cause:** Mathematics instruction has not been implemented consistently with the ECISD Mathematics Framework. Teachers have demonstrated inconsistent use of hands-on manipulatives, multiple representations, and research-based instructional strategies, limiting students' conceptual understanding, mathematical discourse, and overall achievement.

Curriculum, Instruction, and Assessment

Problem Statement 1: L.B. Johnson Elementary is projected to receive a C accountability rating, primarily due to mathematics performance and growth. **Root Cause:** Mathematics instruction has not been implemented consistently with the ECISD Mathematics Framework. Teachers have demonstrated inconsistent use of hands-on manipulatives, multiple representations, and research-based instructional strategies, limiting students' conceptual understanding, mathematical discourse, and overall achievement.

Problem Statement 2: Although a majority of students met the Approaches Grade Level standard in Reading and Mathematics, the percentage of students achieving the Meets and Masters performance levels remains below the campus goal. Increasing rigorous Tier I instruction and academic discourse is needed to ensure more students demonstrate grade-level mastery and advanced achievement. **Root Cause:** Tier I instruction is not consistently implemented at the level of rigor needed to move students beyond the Approaches performance level. Increased academic discourse, higher-order thinking, differentiation, and data-driven instruction are needed to improve Meets and Masters achievement.

Problem Statement 3: Mathematics achievement continues to be an area of focus, particularly in Grades 4 and 5, where a significant number of students performed at the Approaches level rather than the Meets or Masters levels. Students need increased opportunities to engage in conceptual problem-solving, mathematical reasoning, and real-world application to accelerate achievement. **Root Cause:** Tier I mathematics instruction is not consistently emphasizing conceptual understanding, mathematical reasoning, and problem-solving at the level of rigor needed to move students from the Approaches performance level to Meets and Masters.

Problem Statement 4: Achievement gaps continue to exist among student groups, including Emergent Bilingual, Special Education, and At-Risk students. Additional differentiated instruction, targeted interventions, and progress monitoring are needed to ensure all student groups demonstrate academic growth and proficiency. **Root Cause:** Targeted supports and differentiated Tier I instruction are not consistently implemented to address the diverse academic needs of Emergent Bilingual, Special Education, and At-Risk students, resulting in persistent achievement gaps.

Problem Statement 5: Special Education student achievement remains below campus expectations across multiple content areas, indicating a need for stronger instructional practices, consistent implementation of accommodations, and targeted interventions to improve academic growth and performance. **Root Cause:** Special Education students have not consistently received high-quality, grade-level instruction with appropriate accommodations, specially designed instruction, and targeted interventions. Inconsistent implementation of IEP accommodations, differentiated instructional strategies, and progress monitoring has limited student access to the curriculum and contributed to low academic performance across

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, L.B. Johnson Elementary will increase 5th Grade Science student achievement as measured by the STAAR Science assessment, with 70% of students achieving Approaches Grade Level or above, 35% achieving Meets Grade Level or above, and 19% achieving Masters Grade Level.

Evaluation Data Sources: Campus Based Assessment, District Based Assessment, Summit K-12 Science Data, STAAR Assessment

Strategy 1 Details		Reviews			
Strategy 1: Students will engage in daily TEKS-aligned science lessons and activities through Summit K-12 to reinforce grade-level science concepts, academic vocabulary, and STAAR readiness. Teachers will monitor student progress and utilize Summit K-12 data to identify learning gaps, provide targeted intervention, and increase student achievement at the Approaches, Meets, and Masters performance levels. Strategy's Expected Result/Impact: Daily use of Summit K-12 will strengthen students' understanding of grade-level science TEKS, reinforce academic vocabulary and scientific reasoning, and provide consistent practice with science concepts. This targeted instruction will help close learning gaps and increase the percentage of students achieving Approaches, Meets, and Masters Grade Level on STAAR Science. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Title 1 Science Department Lead Funding Sources: Summit K-12 Program - Title One School-wide - \$6,385		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: The Title I Lead Science Teacher will collaborate with all science teachers to strengthen their understanding and implementation of the science curriculum and grade-level TEKS. The Lead Science Teacher will support teachers through collaborative planning, modeling, resource alignment, data analysis, and instructional coaching to ensure rigorous, TEKS-aligned science instruction is implemented with fidelity across classrooms. Strategy's Expected Result/Impact: Support from the Title I Lead Science Teacher will strengthen teachers' content knowledge, curriculum alignment, and instructional planning. Increased consistency and rigor in science instruction will improve student mastery of grade-level TEKS and contribute to increased performance at the Approaches, Meets, and Masters Grade Level standards on STAAR Science. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Title 1 Science Department Lead Funding Sources: Title 1 Lead Science Teacher - Title One School-wide - \$4,200		Formative			Summative
		Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: All K-5 teachers and students will utilize the campus science lab weekly to participate in hands-on, TEKS-aligned science investigations. Students will engage in inquiry-based learning, experiments, observations, data collection, and scientific reasoning to strengthen conceptual understanding and application of grade-level science content. Strategy's Expected Result/Impact: Weekly hands-on science lab experiences will increase student engagement, scientific inquiry, critical thinking, and application of grade-level TEKS. Consistent laboratory experiences across K-5 will strengthen students' conceptual understanding and build foundational science skills, resulting in increased science achievement and improved performance on campus, district, and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Title 1 Department Lead	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 2027, the percentage of 3rd Grade students achieving the STAAR Meets Grade Level standard in Reading will increase from 36% to 42% through the consistent implementation of the ECISD Reading Framework, high-quality Tier I instruction, explicit vocabulary and comprehension instruction, small-group interventions, data-driven PLCs, and rigorous, standards-aligned instructional practices.

Indicators of Success:

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

Evaluation Data Sources: I-Ready, District and Campuse Based Assessment, STAAR Interim, STAAR.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement the ECISD Reading Framework with fidelity by providing rigorous Tier I instruction that includes explicit vocabulary instruction, close reading, comprehension strategies, collaborative discussions, and frequent checks for understanding aligned to the TEKS. Strategy's Expected Result/Impact: Students will strengthen reading comprehension, vocabulary acquisition, and critical thinking skills, resulting in increased mastery of grade-level standards and improved performance on classroom, district, and STAAR Reading assessments. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Department Leads TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in Science of Reading Part 2 professional development and consistently apply evidence-based literacy practices throughout the school year to strengthen Tier I reading instruction and student achievement. Strategy's Expected Result/Impact: Teachers will strengthen evidence-based reading instruction, resulting in improved foundational literacy skills, increased student growth, and higher achievement in Reading. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Department Leads Funding Sources: Strobel Education-Science of Reading Part 2 Professional Development - Title One School-wide - \$6,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Teachers in Grades 3-5 will utilize Creatium-AI to create engaging, rigorous, and standards-aligned lessons and activities that promote student participation, critical thinking, and mastery of grade-level content. Strategy's Expected Result/Impact: Students will experience more engaging, rigorous, and differentiated learning opportunities, resulting in increased student participation, deeper understanding of content, and improved academic achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Department Leads ESF Levers: 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 2: By May 2027, at least 60% of students in each K-5 ELAR classroom will meet or exceed their individual i-Ready Reading growth goals, as measured by i-Ready diagnostic and progress-monitoring data.

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, 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: I-Ready Diagnostic

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All K-5 ELAR teachers will utilize i-Ready Reading with fidelity to provide differentiated, individualized instruction based on students' diagnostic data and identified skill gaps. Teachers will monitor student progress regularly, utilize i-Ready instructional resources to supplement grade-level TEKS, and provide targeted small-group intervention and enrichment to ensure students make progress toward their individual i-Ready Reading growth goals. Strategy's Expected Result/Impact: Consistent implementation of i-Ready Reading will provide students with targeted instruction based on individual learning needs, close identified reading skill gaps, and promote measurable academic growth. As a result, at least 60% of students in each ELAR classroom will meet or exceed their individual i-Ready Reading growth goals, strengthening overall reading achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Title 1 Department Leads, TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
 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, 100% of classrooms at L.B. Johnson Elementary will consistently implement AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies during Tier I instruction to strengthen student engagement, critical thinking, communication, and academic readiness, ensuring students develop the foundational skills necessary for future College, Career, and Military Readiness (CCMR)

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, 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: Evidenced by classroom walkthroughs, lesson plans, student work samples, and instructional observations, resulting in increased student engagement, academic discourse, organization, and rigorous learning experiences that prepare students for future College, Career, and Military Readiness (CCMR).

Strategy 1 Details		Reviews			
Strategy 1: Teachers will consistently implement AVID WICOR strategies--Writing, Inquiry, Collaboration, Organization, and Reading-- across content areas to increase rigor, student engagement, critical thinking, and academic ownership. Strategy's Expected Result/Impact: Students will demonstrate increased engagement, organization, academic discourse, critical thinking, and independence, resulting in stronger mastery of grade-level standards and improved academic achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, Campus AVID Coordinator, MCLs, Department Leads		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: The AVID Campus Coordinator will take a more active leadership role in supporting and monitoring the campuswide implementation of AVID WICOR strategies through professional learning, modeling, collaboration, and instructional support. Strategy's Expected Result/Impact: Increased leadership and support from the AVID Campus Coordinator will result in more consistent implementation of WICOR strategies, increased instructional rigor, stronger student engagement, and improved academic achievement across content areas. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Department Leads, AVID Coordinator		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: By May 2027, LBJ Elementary will increase and maintain its average daily student attendance rate to at least 95%, as measured by campus attendance data.

HB3 Board Goal

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: Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Campus administration will monitor student attendance daily to identify attendance concerns, patterns of absences, and students at risk for chronic absenteeism. Administration will provide timely follow-up with students and families and implement targeted interventions to support LBJ Elementary in achieving and maintaining a 95% attendance rate. Strategy's Expected Result/Impact: Daily monitoring by campus administration will allow LBJ Elementary to quickly identify and address attendance concerns, reduce chronic absenteeism, increase instructional time for students, and support the campus goal of achieving a 95% average daily attendance rate. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: LBJ Elementary will implement student attendance incentives and recognition programs to promote consistent daily attendance. Students and classrooms demonstrating excellent or improved attendance will be recognized regularly to encourage students and families to prioritize daily school attendance. Strategy's Expected Result/Impact: Attendance incentives and recognition will increase student motivation to attend school consistently, promote a positive culture around daily attendance, reduce student absences, and support LBJ Elementary in achieving and maintaining its 95% attendance goal Staff Responsible for Monitoring: Counselor and Attendance Clerk 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 3: By May 2027, L.B. Johnson Elementary will strengthen student and staff school culture and climate by increasing the Student School Climate score from 53% to at least 60% and maintaining Staff School Leadership and Belonging scores at 90% or higher, as measured by annual campus climate surveys. The campus will focus on increasing student belonging, connectedness, peer-to-peer respect, consistent behavior expectations, and staff well-being.

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 Data

Strategy 1 Details	Reviews			
Strategy 1: The campus counselor will provide Social-Emotional Learning (SEL) instruction to students in Kindergarten through 5th grade as part of the campus specials rotation. Lessons will focus on building positive relationships, peer-to-peer respect, self-management, responsible decision-making, conflict resolution, and a strong sense of belonging and connectedness to the school community. Strategy's Expected Result/Impact: Consistent SEL instruction will strengthen students' social-emotional skills, improve peer-to-peer relationships, increase students' sense of belonging and connectedness, reduce behavioral concerns, and contribute to a more positive and supportive school climate. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Students in Kindergarten through 5th grade will engage in Classroom Champions lessons every Monday with fidelity. Lessons will focus on developing character, leadership, perseverance, goal-setting, positive relationships, and social-emotional skills to strengthen students' sense of belonging and contribute to a positive school culture. Strategy's Expected Result/Impact: Weekly Classroom Champions lessons will strengthen students' leadership, character, resilience, and social-emotional skills while promoting positive relationships and responsible decision-making. Consistent implementation will increase students' sense of belonging and connectedness and contribute to an improved overall school climate. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor 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 4: By May 2027, L.B. Johnson Elementary will reduce student discipline incidents by at least 10% from the 2025-2026 baseline through the consistent implementation of campus-wide behavior expectations, Social-Emotional Learning (SEL), Classroom Champions, I-Lead, LiveSchool, and proactive behavioral supports, as measured by campus discipline referral and incident data.

Evaluation Data Sources: Discipline referral reports, campus behavior data, LiveSchool data, and administrative discipline records.

Strategy 1 Details	Reviews			
Strategy 1: L.B. Johnson Elementary will consistently implement LiveSchool and the campus behavior expectations in Grades K-5 to reinforce positive behavior, recognize students demonstrating appropriate conduct, and provide consistent expectations across all campus settings. Strategy's Expected Result/Impact: Consistent reinforcement of positive behavior will increase student accountability, improve behavior choices, reduce discipline referrals, and contribute to a safe and positive school environment. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Students in Grades K-5 will participate in proactive social-emotional and character education through counselor-led SEL lessons, Classroom Champions, and I-Lead. Instruction will focus on self-management, responsible decision-making, conflict resolution, respect, and positive peer interactions. Strategy's Expected Result/Impact: Explicit instruction in social-emotional and behavioral skills will strengthen students' ability to manage emotions, resolve conflicts appropriately, and make responsible decisions, resulting in fewer behavioral incidents and improved school climate. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor. 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, 90-100% of all LBJ Elementary students will be actively engaged daily during Workstations and Knights of the Round Table (KORT) as measured through daily classroom observations, weekly instructional walkthroughs, instructional rounds, and campus observation data. Active engagement includes students consistently participating in assigned learning tasks, collaborating appropriately, using instructional materials with fidelity, remaining on task, and transitioning efficiently between learning activities to maximize instructional time. Success will be demonstrated when classrooms consistently maintain 90-100% daily student engagement during these instructional blocks.

Evaluation Data Sources: Evidenced by classroom walkthroughs, lesson plans, student work samples, and instructional observations, resulting in increased student engagement, academic discourse, organization, and rigorous learning experiences.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement structured Workstations and Knights of the Round Table (KORT) daily using clearly defined procedures, purposeful learning tasks, and differentiated student groupings based on assessment data to ensure all students are actively engaged in rigorous instruction. Strategy's Expected Result/Impact: Students will remain actively engaged in meaningful learning tasks, receive instruction targeted to their individual needs, and maximize instructional time through effective transitions and purposeful collaboration. As a result, student achievement, academic growth, and overall classroom engagement will increase. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Department Leads ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus administrators, instructional coaches, and teacher leaders will conduct regular classroom walkthroughs, instructional rounds, and data reviews to monitor student engagement, provide timely feedback, and support teachers in maintaining 90-100% active student engagement during Workstations and KORT. Strategy's Expected Result/Impact: Teachers will continuously improve instructional practices through timely feedback and coaching, resulting in consistent implementation of Workstations and Knights of the Round Table. As a result, classrooms will maintain high levels of student engagement, maximize instructional time, and improve student achievement. Staff Responsible for Monitoring: Principals, Assistant Principal, MCLs, Department Leads				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, at least 60% of students in each K-5 Math classroom will meet or exceed their individual i-Ready Math growth goals, as measured by i-Ready diagnostic and progress-monitoring data.

Evaluation Data Sources: i-Ready

Strategy 1 Details	Reviews			
Strategy 1: All K-5 Math teachers will implement i-Ready Math with fidelity to provide differentiated instruction aligned to students' individual learning needs. Teachers will utilize diagnostic data to identify skill gaps, provide targeted small-group instruction, supplement grade-level TEKS with i-Ready resources, and monitor student progress regularly to ensure students are making progress toward their individual i-Ready Math growth goals. Strategy's Expected Result/Impact: Consistent implementation of i-Ready Math will provide students with targeted, differentiated instruction to address individual skill gaps and strengthen grade-level mathematical understanding. As a result, at least 60% of students in each Math classroom will meet or exceed their individual i-Ready Math growth goals, contributing to increased overall math achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs TEA Priorities: Build a foundation of reading and math - 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 5: Culture of Excellence

Performance Objective 1: By May 2027, 100% of LBJ Elementary classrooms will implement the campus culture program with fidelity by conducting Classroom Champions every Monday and I-Lead every Friday. Teachers will consistently reinforce positive student behaviors by issuing LiveSchool points daily (Grades Kinder-5) to students who earn them based on the LBJ Elementary LiveSchool Rubric.

Evaluation Data Sources: Implementation will be monitored through classroom walkthroughs, LiveSchool usage reports, and campus observations to ensure consistent expectations, increased student engagement, positive behavior, and the development of leadership skills across the campus.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement Classroom Champions every Monday, I-Lead every Friday, and consistently award LiveSchool points daily (Grades K-5) based on the LBJ Elementary LiveSchool Rubric. Strategy's Expected Result/Impact: As a result, students will demonstrate increased positive behaviors, stronger leadership skills, improved engagement, and a positive school culture that supports academic success. Staff Responsible for Monitoring: Principal, Assistant Principal, MCL, Counselor, Department Leads TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				