

Ector County Independent School District

Noel Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



Mission Statement

William D Noel Elementary will develop a community of learners who are socially conscious, self-reliant, and academically equipped to take on an ever-changing world.

Vision

Vision Statement:

At Noel Elementary, it's about giving back by leading the way!

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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 31% to 36%.

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, 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: Interims, checkpoints, iReady math assessments, and exit tickets.

Strategy 1 Details					Reviews			
Strategy 1: Noel Elementary will implement Opportunity Culture through Multi-Classroom Leaders and Reach Associates who lead weekly PLC's, support lesson internalization, analyze student data, model effective instructional practices, provide observation and feedback coaching, and deliver targeted support to improve Tier 1 instruction and student achievement. Strategy's Expected Result/Impact: Increase the number of students that Meet on the STAAR Math assessment 3rd - 5th grade. Staff Responsible for Monitoring: Mrs. Macias, Mrs. Washington, aides, RA's, MCL's and math teachers.					Formative			Summative
					Oct	Jan	Mar	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Establish Weekly PLC Meetings. MCLs and Reach Associates will facilitate weekly grade-level PLCs focused on upcoming instruction, student learning needs, assessment data, and alignment to grade-level TEKS and district curriculum.	MCLs, and MTRT	weekly					
2	Conduct Lesson Internalization. MCLs and Reach Associates will guide teachers through weekly lesson internalization to identify lesson objectives, success criteria, essential vocabulary, anticipated student misconceptions, checks for understanding, and appropriate instructional supports before lessons are delivered.	Math teachers, MCLs and MTRT	weekly					

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
3	Analyze Student Data and Student Work. During weekly PLCs, MCLs, Reach Associates, and teachers will analyze common assessments, exit tickets, benchmark data, and student work to identify trends, misconceptions, and students requiring reteaching, intervention, or enrichment.	Math Teachers, MCLs, and MTRT	weekly	
4	Develop Data-Driven Instructional Response Plans. Grade-level teams will use assessment results to develop targeted reteach and intervention plans. Students will be grouped according to identified instructional needs, and teachers will adjust upcoming instruction based on the data.	Math teachers	weekly	
5	Model and Support Effective Tier 1 Instruction. MCLs and Reach Associates will model high-impact instructional practices, co-teach lessons, demonstrate effective questioning and academic discourse strategies, and provide teachers with examples of rigorous grade-level instruction.	MCLs, and MTRT	Every coaching cycle	
6	Conduct Classroom Observations and Provide Feedback. MCLs will conduct regular classroom observations and provide teachers with timely, specific, and actionable feedback aligned to campus instructional expectations and identified areas for professional growth.	MCLs and MTRT	Every coaching cycle	
7	Implement Coaching Cycles. Teachers requiring additional instructional support will participate in targeted coaching cycles that may include observation, feedback, modeling, co-planning, rehearsal, co-teaching, and follow-up observations to monitor implementation.	MCLs and MTRT	Every coaching cycle	
8	Provide Targeted Support to New, International, and DOI Teachers MCLs and Reach Associates will provide additional instructional support to teachers who are new to the profession, new to Texas instructional expectations, or completing certification requirements. Support will include curriculum navigation, TEKS alignment, lesson planning, classroom management, assessment practices, and instructional modeling.	MCLs and MTRT	weekly	
9	Monitor Implementation of Tier 1 Instruction. MCLs and campus administrators will review walkthrough data, lesson plans, student work, PLC documentation, and assessment results to determine the consistency and effectiveness of Tier 1 instructional practices across classrooms.	MCLs and MTRT	Every coaching cycle	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
10	Review Student Achievement and Adjust Support. MCLs, Reach Associates, instructional staff, and campus administrators will review student achievement data at least once each grading period to evaluate the effectiveness of Opportunity Culture supports and determine necessary adjustments to coaching, PLCs, intervention, and professional learning.	Teachers, administrators	After every checkpoint and interim.	

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

- Targeted Support Strategy

Strategy 2 Details

Strategy 2 Description: Math teachers will provide daily opportunities for mathematical discourse in which students explain, justify, and defend their mathematical thinking using academic vocabulary, sentence stems, manipulatives, and written responses. Teachers will establish individual student mathematics goals based on common assessments, district benchmarks, and other formative assessment data.

Strategy's Expected Result/Impact: Students will improve performance on classroom, benchmark, and state assessments.

Staff Responsible for Monitoring: Math teachers, Mrs. Macias and Mrs. Washington.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish Student Baseline and Goals. Grades 3 - 5 math teachers will review beginning of the year assessment data and establish individual student mathematics goals, with particular attention to students approaching the Meets and Masters standards.	Math Teachers	9/4/26	
2	Implement Daily Mathematical Discourse. Grades 3 - 5 math teachers will incorporate daily opportunities for students to explain, justify, and defend their mathematical thinking using academic vocabulary, sentence stems, manipulatives, models, and partner and small group discussions.	Math Teachers	All year long	
3	Analyze Student Data Weekly. Grade level teams, MCLs, administrators, and team leads will analyze common assessment data during weekly PLC to identify misconceptions, determine instructional needs, and identify reteaching, intervention, or enrichment.	Math teachers, MCLs, team leads and administrators	all year long	

Reviews

Formative

Summative

Oct

Jan

Mar

May

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
4	Use Math Journals and Written Responses. Students will regularly use math journals or response materials to solve problems, explain strategies, justify answers, and demonstrate mathematical reasoning.	students	all year long	
5	Provide Targeted Small-Group Instruction. Teachers will use assessment data to create flexible instructional groups and provide targeted reteaching and intervention aligned to identified TEKS and student skill gaps.	math teachers	all year long	
6	Monitor Individual Student Progress Students will maintain individual data trackers to monitor common assessments, benchmarks, and progress toward their mathematics goals. Teachers will conduct student data conferences at least once each grading period.	Teachers and students	all year long	
7	Provide Supplemental Instructional Resources. Campus administration will utilize allowable Title I funds to purchase supplemental math manipulatives, math journals, student response materials, problem-solving resources, intervention materials, and progress-monitoring resources aligned to identified academic needs.	administrators	8/11/26	✓
8	Monitor Implementation. Campus administrators and MCLs will conduct classroom walkthroughs and review PLC documentation, student work, data trackers, and assessment results to monitor implementation and provide teachers with feedback and support.	administrators	weekly	
9	Evaluate Progress Toward the Campus Goal. The leadership team will review common assessment and benchmark data each grading period to determine progress toward increasing Grades 3-5 STAAR Mathematics Meets performance from 31% to 36% by May 2027 and adjust interventions as needed.	math teachers, MCLs, administrators	quarterly	

Title I:

2.51, 2.52

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy - Results Driven Accountability

Problem Statements: Demographics 1 - Student Achievement 3

Funding Sources: Math manipulatives, math problem-solving and task cards dry-erase boards, markers, math



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The number of Emergent Bilingual students has increased by 41% over the past three years, from 171 students in 2024 to 241 students in 2026, increasing the need for high-quality language acquisition instruction and academic language supports across all content areas. **Root Cause:** As the Emergent Bilingual population has grown, instructional practices have not yet been consistently implemented campus-wide to accelerate students' academic language development in speaking, writing, reading, and content-area instruction.

Student Achievement

Problem Statement 3: The percentage of 5th grade students achieving the Meets Grade Level standard in STAAR Mathematics declined from 43% in 2024 to 29% in 2026, indicating a need to strengthen instructional practices and accelerate student learning to prepare students for middle school mathematics. **Root Cause:** Instructional practices have not been consistently aligned to priority readiness standards through rigorous Tier I instruction, frequent progress monitoring, mathematical discourse, and timely intervention, limiting students' ability to demonstrate mastery at the Meets Grade Level standard.

Curriculum, Instruction, and Assessment

Problem Statement 1: 5th Grade Math Meets scores declined from 43% to 29%. **Root Cause:** Instructional practices were not consistently aligned to the priority readiness TEKS through rigorous Tier I instruction, ongoing formative assessment, targeted intervention, and mathematical discourse, limiting students' ability to progress from the Approaches level to the Meets Grade Level standard.

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 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%, 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: Interims, checkpoints, iReady reading assessments and exit tickets.

Strategy 1 Details					Reviews			
Strategy 1: Grades 3-5 Reading teachers, with support from Multi-Classroom Leaders (MCLs), MTRT, and campus administrators, will participate in weekly PLC data meetings to analyze student performance on common formative assessments, exit tickets, district assessments, STAAR-aligned assessments, and student work. Strategy's Expected Result/Impact: Teachers will use assessment data to identify student strengths and areas of need, adjust instruction, provide timely intervention, and monitor student progress. As a result, students will demonstrate increased mastery of grade-level standards, improved academic performance, and increased achievement on benchmark and state assessments. Staff Responsible for Monitoring: Reading teachers, MCL's, and administrators					Formative			Summative
					Oct	Jan	Mar	May

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Administer Common Assessments. Grades 3-5 Reading teachers will administer TEKS-aligned common formative assessments, exit tickets, constructed responses, and district assessments according to the campus assessment calendar.	Reading teachers	all year	
2	Analyze Data During Weekly PLCs. Teachers, MCLs, and MTRT will analyze assessment results weekly by TEKS, question type, student, and performance level to identify strengths, misconceptions, and learning gaps.	Reading teachers, MTRT, MCLs, administrators	After every informal and formal assessment.	
3	Identify and Track Priority Students. Grade-level teams will identify students who are approaching the Meets standard and maintain a student data tracker to monitor progress toward Meets throughout the school year.	Reading teachers	all year	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
4	Develop Targeted Reteach Plans Based on weekly data analysis, teachers will develop reteach plans addressing identified TEKS and misconceptions using district HQIM, STAAR-released items, supplemental reading passages, graphic organizers, and constructed-response materials.	Reading teachers	all year	
5	Provide Targeted Small-Group Instruction Teachers will create flexible groups and provide targeted small-group instruction, intervention, and enrichment based on individual student needs identified through assessment data.	Reading teachers	all year	
6	Implement Constructed-Response Practice. Students will complete at least one TEKS-aligned written constructed response each week requiring them to analyze text, cite evidence, and explain their thinking. Teachers will provide feedback using STAAR-aligned expectations.	Students and teachers	all year	
7	Provide Supplemental Instructional Resources. Campus administration will purchase allowable supplemental resources, including reading passages, high-interest texts, student reading journals, response materials, academic vocabulary resources, graphic organizers, and intervention materials, using Title I funds when appropriate and allowable.	administrators	August 11, 2026	✓
8	Monitor Implementation and Provide Coaching. MCLs, MTRT, and administrators will monitor implementation through classroom walkthroughs, PLC documentation, student work samples, and coaching cycles and will provide teachers with timely instructional feedback.	MCLs, MTRT, and administrators	weekly	
9	Evaluate Student Progress. Grade-level teams will review common assessment, district benchmark, i-Ready, and other progress-monitoring data to determine whether students are responding to intervention and adjust instructional groups and strategies as needed.	Teachers	After every formal assessment	
10	Review Progress Toward the Campus Goal. Campus leadership will review Grades 3-5 Reading performance each grading period to determine progress toward increasing STAAR Reading Meets from 38% to 43% and identify additional instructional support needed.	Administrators, and Team leads	Every 9 weeks	

TEA Priorities:

Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 2 Funding Sources: Graphic Organizers, Student Data folders, Student journals, dry-erase boards, markers, supplemental materials for small group intervention				
Strategy 2 Details Strategy 2: Require students to respond to reading through written constructed responses each week Strategy's Expected Result/Impact: Students will strengthen their reading comprehension, critical thinking, and written communication skills by consistently analyzing text and supporting responses with evidence. As a result, students will demonstrate improved performance on constructed-response tasks, increased mastery of grade-level reading standards, and higher achievement on district and state assessment Staff Responsible for Monitoring: Reading teacher, MCL's, Mrs. Macias and Mrs. Washington. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 2	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: Although 3rd grade Reading Meets performance improved to 39% in 2026, more than 60% of students did not achieve the Meets Grade Level standard, indicating the need to strengthen rigorous Tier I instruction and increase opportunities for students to demonstrate higher levels of reading comprehension and written responses. Root Cause: Instruction has not been consistently rigorous enough to move students from the Approaches level to the Meets level through frequent exposure to grade-level complex texts, higher-order questioning, evidence-based written responses, and targeted intervention for students approaching proficiency.

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 18% to 24%.

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

Evaluation Data Sources: Checkpoints, exit tickets, interims.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide students with regular hands-on investigations, inquiry-based learning experiences, and opportunities to engage in scientific discourse aligned to grade-level TEKS. Strategy's Expected Result/Impact: Students will develop a deeper understanding of scientific concepts, strengthen scientific reasoning skills, and improve their ability to communicate scientific thinking using evidence. As a result, students will demonstrate increased mastery of grade-level science standards and improved performance on classroom assessments, benchmarks, and the Science STAAR assessment. Staff Responsible for Monitoring: Science teachers, 5th grade MCL teacher. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will analyze checkpoint data and interim data to identify student misconceptions and provide targeted intervention focused on science readiness standards. Daily spiral review and progress monitoring will be used to reinforce previously taught concepts and ensure long-term retention of critical science content. Strategy's Expected Result/Impact: Teachers will use student data to provide timely intervention and targeted reteaching, resulting in increased mastery of science readiness standards. Students will retain critical science concepts, close learning gaps, and demonstrate improved achievement on benchmark assessments and the Science STAAR assessment, increasing the percentage of students achieving the Meets Grade Level standard from 18% to 24%. Staff Responsible for Monitoring: Science Teacher, MCL for 5th grade, Mrs. Macias, and Mrs. Washington. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability	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: The percentage of students K-3 achieving or exceeding their I-Ready reading goal will increase from 13% to 22%.

HB3 Board Goal

Indicators of Success:

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 reading BOY, MOY, and EOY, checkpoints, and lessons passed at 70% or higher.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use i-Ready Diagnostic and Personalized Instruction data to provide targeted intervention based on each student's identified skill deficits. Students will complete a minimum of 45 minutes of i-Ready Personalized Instruction weekly with at least a 70% lesson pass rate Strategy's Expected Result/Impact: Increase the percentage of 3rd grade students reading at grade level or above to 22%. Staff Responsible for Monitoring: Mrs. Macias, Mrs. Washington, reading teachers, and students. Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability				

Strategy 2 Details	Reviews			
Strategy 2: Teachers and students will use i-Ready Diagnostic data to establish individual reading growth goals, monitor progress throughout the year, and implement instructional adjustments based on diagnostic and lesson performance. Student growth will be reviewed during PLCs and shared monthly with families through campus data folders. Strategy's Expected Result/Impact: Increase the percentage of 3rd grade students reading at grade level or above to 22%. Staff Responsible for Monitoring: Mrs. Macias, Mrs. Washington, reading teachers, and students. Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Results Driven Accountability	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: The % of 3rd grade students performing at the MEETS level on their Reading STAAR assessment will increase from 39% to 44%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, 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: Interims, checkpoints, iReady reading assessments, and exit tickets.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will require students to complete at least one written constructed response biweekly aligned to grade-level reading standards. Students will cite textual evidence, justify their thinking, and explain their understanding of complex texts through written responses. Strategy's Expected Result/Impact: Students will strengthen reading comprehension, critical thinking, and evidence-based writing skills. As a result, students will demonstrate increased mastery of grade-level reading standards and improved performance on STAAR Reading constructed-response items and overall reading achievement. Staff Responsible for Monitoring: 3rd grade teachers, administrators, and MCL's. Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Teachers will analyze common assessment data weekly to identify student strengths, misconceptions, and skill gaps. Based on the data, teachers will provide targeted small-group instruction and intervention focused on priority reading standards. Strategy's Expected Result/Impact: Teachers will use student data to make informed instructional decisions and provide timely interventions. As a result, students will close learning gaps, increase mastery of reading standards, and improve achievement on classroom assessments, benchmarks, and the STAAR Reading assessment Staff Responsible for Monitoring: Teachers and administrators Title I: 2.51, 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: Although 3rd grade Reading Meets performance improved to 39% in 2026, more than 60% of students did not achieve the Meets Grade Level standard, indicating the need to strengthen rigorous Tier I instruction and increase opportunities for students to demonstrate higher levels of reading comprehension and written responses. Root Cause: Instruction has not been consistently rigorous enough to move students from the Approaches level to the Meets level through frequent exposure to grade-level complex texts, higher-order questioning, evidence-based written responses, and targeted intervention for students approaching proficiency.

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, favorable campuswide Panorama School Connectedness responses will increase from 22% to 27%.

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 result's and logged visits to the counselor.

Strategy 1 Details		Reviews			
Strategy 1: The campus will provide intentional opportunities for Special Education students to participate in leadership roles, the House System, Longhorn Leaders, campus celebrations, and other school-wide activities to strengthen their sense of belonging and connection to the school community. Strategy's Expected Result/Impact: Special Education students will feel more valued, included, and connected to their peers and school community. Increased participation in leadership and school activities will strengthen students' sense of belonging, resulting in improved school connectedness as measured by the Panorama Survey. Staff Responsible for Monitoring: Mrs. Matta, teachers, building clerk, and Mrs. Macias Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Campus staff will implement regular relationship-building opportunities through student check-ins, mentoring, counseling support, and social-emotional learning activities designed to increase student engagement and connectedness. Strategy's Expected Result/Impact: Students will develop stronger relationships with adults and peers, feel supported within the school environment, and increase their sense of safety, belonging, and engagement. As a result, Special Education students will report higher levels of school connectedness on the Panorama Survey. Staff Responsible for Monitoring: SAS counselor, counselor, and Mrs. Matta Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability		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 daily attendance will increase from 94% to 95%.

Indicators of Success:

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

Evaluation Data Sources: Daily attendance reports.

Strategy 1 Details	Reviews			
Strategy 1: The campus will promote attendance awareness by publicly displaying daily attendance percentages for each grade level. Grade-level attendance data will be updated daily and posted in a designated hallway location to encourage friendly competition and student ownership of attendance. Strategy's Expected Result/Impact: Students and staff will develop increased awareness of attendance trends and the importance of daily attendance. The visibility of attendance data will encourage healthy competition among grade levels and contribute to improved student attendance rates. Staff Responsible for Monitoring: The building clerk and Mrs. Macias. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The Assistant Principal will post the campus attendance percentage daily on a poster displayed at the main office entrance. Attendance data will be shared and celebrated with students and staff to reinforce the importance of attending school every day. Strategy's Expected Result/Impact: Increased visibility of campus attendance performance will promote a culture of attendance and accountability among students, staff, and families. As a result, student attendance will improve, supporting the campus goal of increasing overall attendance from 94% to 95%. TEA Priorities: Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Results Driven Accountability	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: Exclusionary disciplinary infractions will decrease from 29 referrals to 22 referrals.

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: Focus discipline report.

Strategy 1 Details		Reviews			
Strategy 1: The school counselor will provide proactive behavioral support to students identified as having multiple office discipline referrals or behavioral concerns. During the first nine weeks, the counselor will conduct regular individual and small-group check-ins to build positive relationships, identify barriers to success, teach self-regulation strategies, and support students in making positive behavioral choices. Strategy's Expected Result/Impact: Students will develop stronger social-emotional and self-management skills, resulting in improved decision-making, increased engagement in learning, and a reduction in behavioral incidents requiring office referrals. Staff Responsible for Monitoring: Counselor Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Students receiving an office discipline referral will be reviewed through the campus MTSS Behavior process to identify behavioral concerns early and provide timely interventions. The MTSS team will monitor student behavior data, implement targeted supports, collaborate with families, and adjust interventions based on student progress. Strategy's Expected Result/Impact: Early identification and intervention will address behavioral concerns before they escalate, resulting in improved student behavior, increased classroom participation, and a reduction in repeat office discipline referrals. Staff Responsible for Monitoring: Teacher Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability		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, the percentage of Special Education students reporting positive perceptions of school safety on the Panorama Survey will increase from 72% to 80%, as measured by the School Safety domain, through targeted bullying prevention efforts, increased student support, and proactive monitoring of student concerns.

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 Survey result's and logged visits to the counselor.

Strategy 1 Details	Reviews			
Strategy 1: The counselor, Special Education teachers, and campus staff will provide explicit instruction on bullying prevention, self-advocacy, conflict resolution, and reporting procedures to ensure students understand how to recognize, respond to, and report bullying behaviors. Strategy's Expected Result/Impact: Special Education students will develop a greater understanding of bullying prevention, reporting procedures, and self-advocacy skills. As a result, students will feel safer, more confident seeking help from adults, and more connected to the school environment, leading to improved perceptions of school safety. Staff Responsible for Monitoring: Counselor and special education teachers and aides. ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The counselor, administrators, and Special Education staff will conduct regular check-ins with identified students to monitor concerns related to bullying, peer interactions, and school safety. Student concerns will be addressed promptly through restorative practices, parent communication, and individualized support plans when needed. Strategy's Expected Result/Impact: Early identification and intervention will allow the campus to address safety concerns before they escalate. Students will experience stronger relationships with trusted adults, increased feelings of safety and support, and fewer incidents of bullying, resulting in improved school climate and higher School Safety survey scores among Special Education students. Staff Responsible for Monitoring: Counselors, administrators, special education staff ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: Decrease chronic absenteeism from 12.7% to 10%.

Evaluation Data Sources: Focus attendance reports.

Strategy 1 Details	Reviews			
Strategy 1: Attendance conference after the fifth absence. Strategy's Expected Result/Impact: Attendance conferences will strengthen communication and collaboration between the school and families, allowing barriers to attendance to be identified and addressed early. As a result, students will demonstrate improved attendance, reduced chronic absenteeism, and increased instructional time, leading to greater academic success. Staff Responsible for Monitoring: Attendance clerk, administrators, and counselor. Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Administrators and counselor meet weekly to discuss students with excessive absences. Strategy's Expected Result/Impact: Regular review of attendance data by administrators and the counselor will allow the campus to identify attendance concerns early, implement targeted interventions, and address barriers to attendance before patterns become chronic. As a result, student attendance rates will improve, chronic absenteeism will decrease, and students will gain increased access to instructional time and academic success. Staff Responsible for Monitoring: Attendance clerk, administrators, and counselor. Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, students will increase the number of laps completed during the campus fitness assessment from the Beginning of Year (BOY) to the Middle of Year (MOY) assessment by 10%, as measured through PE fitness data.

Evaluation Data Sources: PE Fitness Gram

Strategy 1 Details	Reviews			
Strategy 1: The PE teacher will incorporate structured cardiovascular endurance activities into daily instruction to improve students' stamina, endurance, and overall physical fitness Strategy's Expected Result/Impact: Students will improve cardiovascular endurance, stamina, and overall physical fitness. As a result, students will be able to sustain physical activity for longer periods and increase the number of laps completed during fitness assessments. Staff Responsible for Monitoring: PE coach ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Students will establish individual fitness goals and monitor their progress throughout the year using fitness tracking tools and periodic endurance assessments. Strategy's Expected Result/Impact: Students will take ownership of their fitness goals and become more motivated to improve their physical performance. As a result, students will demonstrate increased effort, improved endurance, and measurable growth in the number of laps completed from BOY to MOY. ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, the percentage of Emergent Bilingual students performing at the Intermediate level or higher on TELPAS Speaking will increase from 33% to 38%.

Evaluation Data Sources: Summit K-12 assessments and lesson progress reports.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide daily opportunities for Emergent Bilingual students to engage in structured academic conversations using grade-level content, academic vocabulary, and language supports aligned to the TELPAS Proficiency Level Descriptors (PLDs). Strategy's Expected Result/Impact: Students will increase their use of academic vocabulary, complete oral responses, and confidence when communicating in English. As a result, students will demonstrate improved oral language proficiency and higher performance on TELPAS Speaking assessments. Staff Responsible for Monitoring: Teachers and administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement TELPAS-aligned speaking activities through Summit K-12 and classroom instructional practices to provide students with frequent opportunities to practice speaking, receive feedback, and monitor language growth. Strategy's Expected Result/Impact: Students will receive targeted practice and feedback aligned to TELPAS expectations, resulting in increased oral language development, improved speaking proficiency, and greater success on TELPAS Speaking assessments. Staff Responsible for Monitoring: Teachers and bilingual teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, Noel Elementary will increase parent and family engagement by increasing participation in campus-sponsored academic, family, and community events and strengthening communication between home and school to support student achievement, attendance, and school connectedness.

Evaluation Data Sources: Sign in sheets.

Strategy 1 Details	Reviews			
Strategy 1: The campus will host monthly grade-level family engagement activities focused on reading, mathematics, science, and student learning. Families will participate in hands-on activities designed to strengthen academic skills and increase understanding of grade-level expectations. Strategy's Expected Result/Impact: Families will gain a better understanding of academic expectations and ways to support learning at home. Increased participation in school activities will strengthen the home-school partnership, resulting in improved student achievement, attendance, and engagement. Staff Responsible for Monitoring: Mrs. Mass (Title 1 Coordinator), administrators and teachers. ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The campus will provide ongoing communication regarding student progress, attendance, and school events through monthly data folders, progress reports, parent conferences, PTA meetings, and campus communication platforms. Strategy's Expected Result/Impact: Consistent communication will increase family awareness of student progress and school expectations, leading to stronger family-school relationships, increased parent participation, improved attendance, and enhanced student academic success. Staff Responsible for Monitoring: Teachers and parents.	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, Noel Elementary will increase instructional capacity and teacher effectiveness by supporting teachers in obtaining certification and strengthening instructional practices through mentoring, coaching, and professional learning, resulting in 100% of teachers participating in targeted professional development and certification support programs and an increase in student academic achievement.

Evaluation Data Sources: Teacher certificates

Strategy 1 Details		Reviews			
Strategy 1: The campus will provide ongoing mentoring and instructional coaching for teachers who are working toward certification, international teachers, and teachers new to the profession. Mentors, MCL's, MTRT, and administrators will provide support through classroom observations, modeling, co-teaching, feedback, and professional learning. Strategy's Expected Result/Impact: Teachers will strengthen instructional practices, classroom management, and understanding of Texas standards and assessment expectations. As a result, instructional consistency will improve across classrooms, leading to increased student engagement and academic achievement. Staff Responsible for Monitoring: Mentors, MCL's, MTRT, and administrators TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: The campus will provide targeted professional learning opportunities focused on TEKS alignment, instructional best practices, assessment literacy, language acquisition strategies, and certification requirements to support teacher growth and effectiveness. Strategy's Expected Result/Impact: Teachers will increase their knowledge of effective instructional practices, state standards, and certification requirements. As a result, teacher effectiveness and instructional quality will improve, leading to higher levels of student achievement and academic growth. Staff Responsible for Monitoring: Mentors, MCL's, MTRT, and administrators TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2027, Noel Elementary will improve school climate by increasing positive student responses on the Panorama Survey related to respect, school safety, rule-following, and school connectedness by at least 5 percentage points, while maintaining a safe, respectful, and inclusive learning environment for all students.

Evaluation Data Sources: Panorama Survey results.

Strategy 1 Details	Reviews			
Strategy 1: The campus will establish a consistent system for teaching, modeling, practicing, and reinforcing behavioral expectations in classrooms and common areas through the House System, classroom guidance lessons, and school-wide recognition programs. Strategy's Expected Result/Impact: Students will develop a clearer understanding of behavioral expectations and demonstrate increased respect, responsibility, and positive interactions with peers and adults. As a result, the campus will experience improved school climate, increased feelings of safety, and fewer behavioral concerns. Staff Responsible for Monitoring: All staff. ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The campus will provide students and families with meaningful opportunities to participate in school activities, leadership programs, and decision-making processes to strengthen school connectedness and engagement. Strategy's Expected Result/Impact: Students and families will feel more connected to the school community and develop stronger relationships with staff and peers. As a result, students will demonstrate increased engagement, improved attendance, stronger school connectedness, and more positive perceptions of the campus environment. ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				