

# ECISD Campus Improvement Plans 2025-2026

Ector County Independent School District

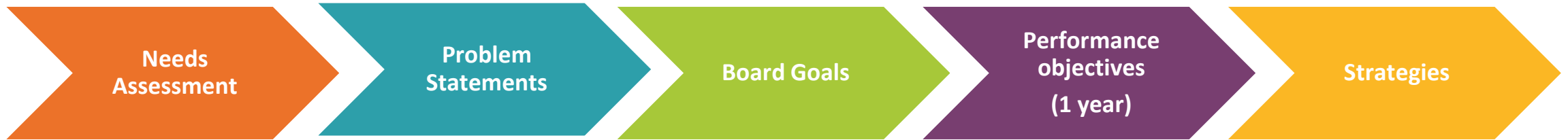
Blanton Elementary

2025-2026 Campus Improvement Plan

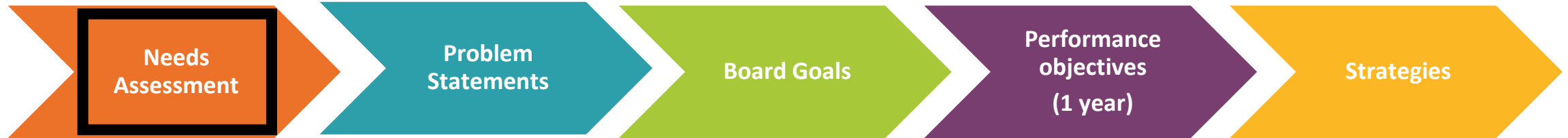


## September 9, 2025

# Campus Improvement Planning Process



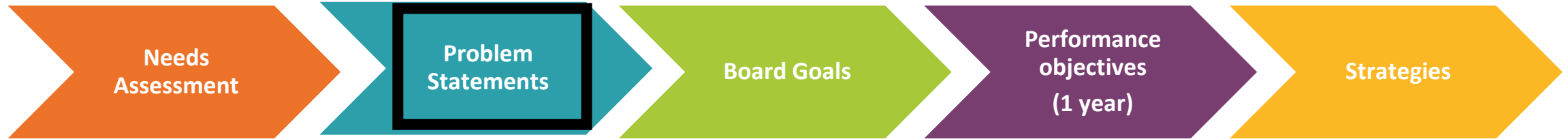
# Campus Improvement Plans



- ❖ Graduation Rates
- ❖ Promotion/retention rates
- ❖ SAT/ACT data
- ❖ Mobility rates
- ❖ STAAR data
- ❖ MAP data
- ❖ Discipline referrals

- ❖ Teacher Retention
- ❖ CCMR
- ❖ Expulsion/Suspension records
- ❖ Panorama Survey
- ❖ Attendance Rates
- ❖ IReady data
- ❖ TELPAS data

# Campus Improvement Plans



## Campus Example

**Problem Statement:** Special Education students, in both reading and math, scored significantly lower than their peers on the STAAR test, with less than 30% meeting grade level.

**Root Cause:** Tier I instruction is not sufficiently differentiated, and inclusion supports vary in quality across classrooms.

# Campus Improvement Plans



**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.

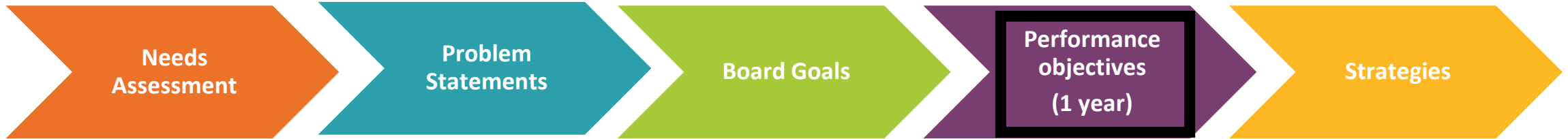
**Board Goal 2:** The percentage of 3<sup>rd</sup>-grade students reading at or above grade level will increase from 34% to 48% by May 2029.

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

**Board Goal 4:** Classroom Excellence

**Board Goal 5:** Culture of Excellence

# Campus Improvement Plans

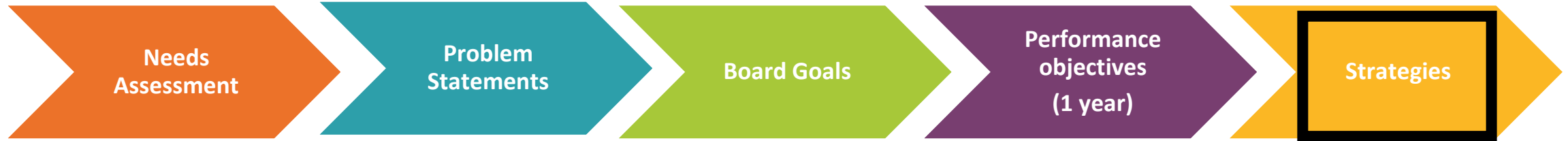


## Campus Example

**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:** By May 2026, the percentage of 3<sup>rd</sup>-5<sup>th</sup>-grade students performing at Meets on the Math STAAR will increase from 30% (2025) to 38% (2026).

# Campus Improvement Plans



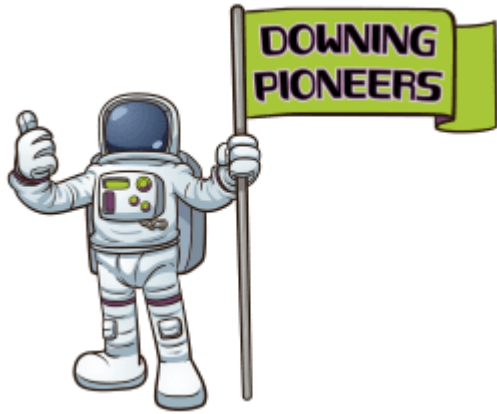
## Campus Example

**Strategy 1:** Reteach lessons on low-scoring TEKS from the district checkpoints will be scripted and rehearsed during PLCs. MCLs and/or leadership will follow up to observe the reteach lessons.

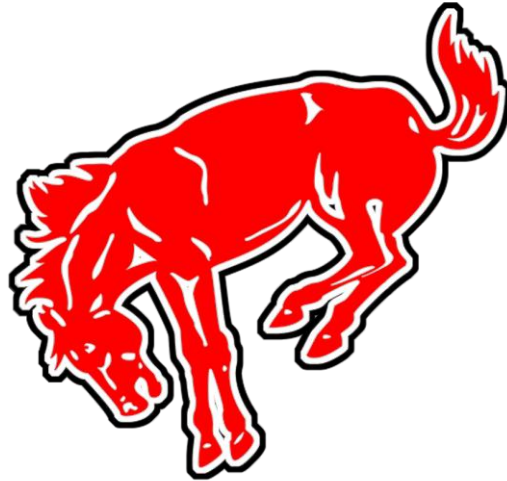
**Strategy 2:** Differentiated weekly instruction through i-Ready Math (3-5) and My Math Academy (K-2). Students will complete a minimum of two lessons per week. Teachers and students will track the number of lessons completed each week.

**Strategy 3:** Implement twice-weekly math spirals and "Math Talks" focusing on problem-solving, computational fluency, and algebraic reasoning in grades 3-5 on Tuesdays and Thursdays.

# Campus Improvement Plans



**Jennie Chavez**  
**E.K. Downing**



**Hector Limon**  
**Odessa High School**



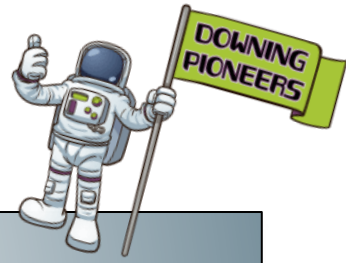
**Dr. Zenovia Crier**  
**LBJ Elementary**



**Kamye Smith**  
**Bonham Middle School**



# E.K. Downing Elementary School



## Board Goal 2

The percentage of 3<sup>rd</sup>-grade students reading at or above grade level will increase from 34% to 48% by May 2029.

## Performance Objective

The percentage of 3rd grade students performing at the MEETS level on their Reading STAAR Assessment will increase from 22% to 37%.

## Strategies

- Teachers will track 3rd grade student scores by using 2nd grade MAP data as a baseline to ensure students are making progress.
- Tutoring will be provided during and/or after school.
- The Bilingual and Reading Specialists will be providing support to teachers and providing small group instruction to students who have been identified as needing additional support.

# Odessa High School



## 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

**By May of 2026, Odessa HS graduates considered College, Career or Military Ready (CCMR) will improve from 87% to 92%.**

## Strategies

- 1. Through the “Aspiration to Expectation” initiative, 80% of all students at Odessa HS will be classified as AP/CTE/DC/IB/AVID by Spring of 2026.**
- 2. The Odessa HS CCMR Task Force will collaborate to mitigate, prepare and respond to student needs in achieving the targeted College, Career & Military achievement rate.**

# LBJ Elementary School



## 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

**By May 2026, 3rd Grade students will increase Meets from 41% to 46%, 4th Grade will increase Meets from 39% to 44%, and 5th Grade will increase Meets from 64% to 69% as evidence by STAAR Reading.**

## Strategies

- During small group instruction, all students will engage in text that is 0.5 to 1.0 year above their diagnostic reading placement to promote academic rigor, build reading stamina, and accelerate growth toward grade level proficiency. WICOR strategies will be used for all text.
- All students in K-5 will engage in daily writing tasks. Bi-monthly writing samples will be collected from each grade level and subject area to monitor student progress and inform instruction. A committee will review and provide campus wide feedback.
- Students performing below grade level will engaged in Mindplay, a synthetic learning coach, for 20 minutes per day during Knights of the Round Table.

# Bonham Middle School



## Board Goal 4

## Classroom Excellence

## Performance Objective

**By May 2026, the campus will implement an instructional approach to behavioral strategies for all students by explicitly teaching, modeling, and reinforcing core behavioral expectations in 100% of classrooms and across all common areas, including restrooms.**

## Strategies

- 1. Implement and reinforce a common language for behavioral expectations across all classrooms through professional development and modeling, with ongoing coaching support provided by Emergent Tree consultants.**
- 2. All classrooms will teach structured social, emotional, learning lessons, through the iLead program during 2nd period to build students' social-emotional skills and develop a shared campus language around supporting the whole child.**

## Next Steps

- ☐ Board approval
- ☐ Online posting
- ☐ Implementation
- ☐ Formative reviews

# Questions

