

Ector County Independent School District

Barbara Jordan Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



Mission Statement

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

Vision

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

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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 2026, the percentage of students performing at the MEETS level on 3rd Math STAAR will increase from 29% to 40%.

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%

Evaluation Data Sources: STAAR Math

Strategy 1 Details	Reviews			
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints. MAP growth from BoY to EoY Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction. Strategy's Expected Result/Impact: Increased student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resulting in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Instructional Coach - Title One School-wide - \$75,000		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: Develop and implement an after-school tutoring program that provides targeted math instruction aligned to prioritized TEKS to accelerate student progress toward the MEETS level. Strategy's Expected Result/Impact: Increased proficiency and growth scores in MAP Testing Increased proficiency scores in STAAR Testing Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2 Funding Sources: Tutoring Program - Title One School-wide - \$3,500		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Math performance in Grades 4 and 5 remains below expectations. In Grade 4, only 26% of students met STAAR standards, with 14% mastering content. Grade 5 showed minimal improvement, with just 29% meeting expectations and 9% achieving mastery. Nearly one-third or more of students in both grades did not meet minimum standards. **Root Cause:** Low math performance in Grades 4 and 5 is mainly due to frequent teacher absences and staffing instability in 4th grade, causing gaps in instruction. Some teachers also struggle to differentiate instruction and address unfinished learning, while the current curriculum lacks enough rigor to build strong problem-solving skills. These issues together hinder students' math growth in upper grades.

Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction. **Root Cause:** Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.

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 2026, the percentage of students performing at the MEETS level on 4th Math STAAR will increase from 28% to 40%.

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%

Evaluation Data Sources: STAAR Math results

Strategy 1 Details		Reviews			
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction. Strategy's Expected Result/Impact: Increased student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resulting in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Develop and implement an after-school tutoring program that provides targeted math instruction aligned to prioritized TEKS to accelerate student progress toward the MEETS level. Strategy's Expected Result/Impact: Increased proficiency and growth scores in MAP Testing Increased proficiency scores in STAAR Testing Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: Math performance in Grades 4 and 5 remains below expectations. In Grade 4, only 26% of students met STAAR standards, with 14% mastering content. Grade 5 showed minimal improvement, with just 29% meeting expectations and 9% achieving mastery. Nearly one-third or more of students in both grades did not meet minimum standards. Root Cause: Low math performance in Grades 4 and 5 is mainly due to frequent teacher absences and staffing instability in 4th grade, causing gaps in instruction. Some teachers also struggle to differentiate instruction and address unfinished learning, while the current curriculum lacks enough rigor to build strong problem-solving skills. These issues together hinder students' math growth in upper grades.</p> <p>Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction. Root Cause: Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.</p>

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 2026, the percentage of students performing at the MEETS level on 5th Math STAAR will increase from 28% to 40%.

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. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: STAAR math test

Strategy 1 Details		Reviews			
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction. Strategy's Expected Result/Impact: Increased student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resulting in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Develop and implement an after-school tutoring program that provides targeted math instruction aligned to prioritized TEKS to accelerate student progress toward the MEETS level. Strategy's Expected Result/Impact: Increased proficiency and growth scores in MAP Testing Increased proficiency scores in STAAR Testing Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction. Root Cause: Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.

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





Performance Objective 4: By May of 2026, the Percentage of students performing at the MEETS level on 3rd Reading STAAR will increase from 43% to 45%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: STAAR reading

Strategy 1 Details		Reviews			
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction. Strategy's Expected Result/Impact: Increased student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resulting in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Develop and implement an after-school tutoring program that provides targeted math instruction aligned to prioritized TEKS to accelerate student progress toward the MEETS level. Strategy's Expected Result/Impact: Increased proficiency and growth scores in MAP Testing Increased proficiency scores in STAAR Testing Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction. Root Cause: Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.





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 5: By May of 2026, the percentage of students performing at the MEETS level on 4th Reading STAAR will increase from 45% to 50%.

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%

Evaluation Data Sources: STAAR reading

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2				

Strategy 2 Details	Reviews			
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction. Strategy's Expected Result/Impact: Increased student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resulting in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Develop and implement an after-school tutoring program that provides targeted math instruction aligned to prioritized TEKS to accelerate student progress toward the MEETS level. Strategy's Expected Result/Impact: Increased proficiency and growth scores in MAP Testing Increased proficiency scores in STAAR Testing Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction. Root Cause: Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.

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 6: By May of 2026, the Percentage of students performing at the MEETS level on 5th Reading STAAR will increase from 43% to 50%.

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. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: STAAR reading

Strategy 1 Details		Reviews			
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction. Strategy's Expected Result/Impact: Increased student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resulting in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Develop and implement an after-school tutoring program that provides targeted math instruction aligned to prioritized TEKS to accelerate student progress toward the MEETS level. Strategy's Expected Result/Impact: Increased proficiency and growth scores in MAP Testing Increased proficiency scores in STAAR Testing Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction. Root Cause: Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.





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 7: By May of 2026, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 13% to 25%.

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

Evaluation Data Sources: STAAR Science

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p>Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY</p> <p>Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal</p> <p>Title I: 2.51, 2.52, 2.53, 2.534</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2</p>				

Strategy 2 Details	Reviews			
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction. Strategy's Expected Result/Impact: Increased student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resulting in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Develop and implement an after-school tutoring program that provides targeted math instruction aligned to prioritized TEKS to accelerate student progress toward the MEETS level. Strategy's Expected Result/Impact: Increased proficiency and growth scores in MAP Testing Increased proficiency scores in STAAR Testing Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 7 Problem Statements:

Student Achievement
Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction. Root Cause: Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.

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 READING RIT goal will increase from 56% to 60% by May 2026.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: MAP MOY and EOY





IReady Diagnostic Reports

Checkpoints

MOY Benchmark

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p>Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY</p> <p>Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal</p> <p>Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2</p>				

Strategy 2 Details		Reviews			
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction. Strategy's Expected Result/Impact: Increased student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resulting in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction. Root Cause: Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.

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 of 2026, the percentage of K-3 students will show growth from 63% to 65% on their READING MAP ASSESSMENT

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: MAP MOY and EOY





IReady Diagnostic Reports

Checkpoints

MOY Benchmark

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY</p> <p>Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal</p> <p>Title I: 2.51, 2.52, 2.53, 2.534</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction. Strategy's Expected Result/Impact: Increased student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resulting in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May

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Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction. Root Cause: Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.

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

Performance Objective 3: The percentage of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 43% to 45%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: MAP MOY and EOY





IReady Diagnostic Reports

Checkpoints

MOY Benchmark

Strategy 1 Details	Reviews			
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction. Strategy's Expected Result/Impact: Increased student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resulting in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
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Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction. Root Cause: Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 1: Student daily attendance will increase from 94% to 95%.

Indicators of Success:

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

Evaluation Data Sources: Weekly Attendance Spreadsheet.

Strategy 1 Details	Reviews			
Strategy 1: Will send out monthly campus attendance updates to parents with research on good attendance. Strategy's Expected Result/Impact: Help educate parents on the importance of attendance and the impact on student achievement. Staff Responsible for Monitoring: Attendance Clerk Admin Team Title I: 2.51 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Conduct a weekly grade level attendance award and campus attendance champion. Strategy's Expected Result/Impact: Students will be motivated to come to school to win the classroom trophy Attendance will improve and stay above the 95% goal. Staff Responsible for Monitoring: Attendance Clerk Admin Team Title I: 2.51 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May



No Progress



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Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.





Performance Objective 2: School Connectedness panorama data will increase from 48% to 60%.

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: Fall Panorama
Spring Panorama

Strategy 1 Details	Reviews			
Strategy 1: Utilize Paw Mart monthly for each grade level and run one event raffle for students to utilize there points earned through PBIS Rewards. Strategy's Expected Result/Impact: Office referrals will decrease as students learn postive behavior and are reinforced though a consistent reward program. Staff Responsible for Monitoring: Teachers Admin Counselors Title I: 2.53, 2.533 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use PBIS and MTSS to help identify and provide accurate interventions to help students stay engaged and reduce classroom disruptions. Strategy's Expected Result/Impact: Decrease in office referrals and classroom removals. Staff Responsible for Monitoring: Teachers Admin Counselors Title I: 2.53, 2.533 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 3: Exclusionary disciplinary infractions will decrease from 20% to 10%.

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: Bi-Weekly Discipline Reports

Strategy 1 Details	Reviews			
Strategy 1: Utilize Paw Mart monthly for each grade level and run one event raffle for students to utilize there points earned through PBIS Rewards. Strategy's Expected Result/Impact: Office referrals will decrease as students learn postive behavior and are reinforced though a consistent reward program. Staff Responsible for Monitoring: Teachers Admin Counselors Title I: 2.53, 2.533 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use PBIS and MTSS to help identify and provide accurate interventions to help students stay engaged and reduce classroom disruptions. Strategy's Expected Result/Impact: Decrease in office referrals and classroom removals. Staff Responsible for Monitoring: Teachers Admin Counselors Title I: 2.53, 2.533 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May



No Progress



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Board Goal 4: Classroom Excellence

Performance Objective 1: Achieve a 50% reduction in office discipline referrals (ODRs) by the end of the 2025-2026 academic year through the consistent application of Tier 1 PBIS strategies and the utilization of the PBIS Rewards system, including bi-monthly access to the PAW Mart school store.

Evaluation Data Sources: Bi-Weekly Discipline Report

Strategy 1 Details	Reviews			
Strategy 1: Utilize Paw Mart monthly for each grade level and run one event raffle for students to utilize there points earned through PBIS Rewards. Strategy's Expected Result/Impact: Office referals will decrease as students learn postive behavior and are reinforced though a consistent reward program. Staff Responsible for Monitoring: Teachers Admin Counselors Title I: 2.53, 2.533 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use PBIS and MTSS to help identify and provide accurate interventions to help students stay engaged and reduce classroom disruptions. Strategy's Expected Result/Impact: Decrease in office referals and classroom removals. Staff Responsible for Monitoring: Teachers Admin Counselors Title I: 2.53, 2.533 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May



No Progress



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Board Goal 4: Classroom Excellence

Performance Objective 2: By the end of the 2025-2026 school year, all teachers will implement blended learning strategies consistently, with 100% participation starting from the first week of school. Bi-weekly blended learning walkthroughs will be conducted to monitor fidelity and provide actionable feedback, resulting in at least an 85% increase in student engagement and proficiency as measured by classroom observations and formative assessments.

Evaluation Data Sources: Walkthroughs
Observations





Strategy 1 Details	Reviews			
Strategy 1: Provide professional development at the start of the year focused on blended learning best practices and technology integration. Teachers and all instructional staff will need to take at least one UTEACH Course on Blended Learning. Strategy's Expected Result/Impact: Providing professional development and requiring all instructional staff to complete a UTEACH course on blended learning will enhance teachers' confidence and competence in integrating technology and blended learning strategies effectively. As a result, instructional quality will improve, leading to more engaging, personalized learning experiences for students. This increased teacher proficiency is expected to translate into higher student engagement, better mastery of learning objectives, and measurable growth in academic performance. Staff Responsible for Monitoring: Grade Level Leads, Assistant Principal, Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Professional Development - Title One School-wide - \$1,200	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Utilize student data from formative assessments and digital platforms to personalize learning and adjust instruction. Strategy's Expected Result/Impact: Utilizing student data from formative assessments and digital platforms to personalize learning will enable teachers to identify individual strengths and areas for growth promptly. This targeted approach allows for timely instructional adjustments, ensuring that students receive the support or challenges they need to progress. As a result, student engagement and achievement will increase, leading to improved mastery of standards and higher overall academic growth. Staff Responsible for Monitoring: Grade Level Leads, Assistant Principal, Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Teacher Leads - Title One School-wide - \$17,500	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 5: Culture of Excellence

Performance Objective 1: School Connectedness panorama data will increase from 48% to 55%.





Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Pair at-risk students with a staff mentor for weekly check-ins, goal-setting, and encouragement. Strategy's Expected Result/Impact: Improved trust and consistent adult connections for students most at risk of disengagement. Staff Responsible for Monitoring: Admin Counselors ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The campus will implement a Jaguar of the Month program to intentionally recognize students for positive character, effort, and contributions to the school community. Strategy's Expected Result/Impact: By May, Panorama School Connectedness scores will increase from 48% to 55%. Students will report higher levels of feeling valued, seen, and connected to the school community. Families will express increased satisfaction with recognition opportunities. Staff Responsible for Monitoring: Counselors Teachers Admin ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2026, PTA membership will increase from 25 to 75 active members through targeted outreach efforts, engagement activities, and effective communication with families and the school community.

Evaluation Data Sources: PTA Membership

Strategy 1 Details	Reviews			
Strategy 1: Launch a family outreach campaign using newsletters, social media, and school events to promote PTA membership benefits and opportunities. Strategy's Expected Result/Impact: Launching a comprehensive family outreach campaign will increase awareness of the PTA's role and benefits, fostering stronger connections between families and the school community. As a result, more families will be motivated to join, leading to higher PTA membership, increased volunteer participation, and enhanced support for school initiatives. Staff Responsible for Monitoring: PTA President ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Collaborate with teachers and staff to personally invite parents and guardians to join the PTA. Strategy's Expected Result/Impact: By engaging teachers and staff to personally invite parents and guardians to join the PTA, the school will foster trust and build stronger relationships with families. This personalized approach is expected to increase parent buy-in and participation, leading to higher PTA membership rates and greater family involvement in school activities and decision-making. Staff Responsible for Monitoring: PTA President Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: Culture of Excellence

Performance Objective 3: Student daily attendance will increase from 94% to 95%.

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

Evaluation Data Sources: Weekly Attendance Spreadsheet.

Strategy 1 Details	Reviews			
Strategy 1: Will send out monthly campus attendance updates to parents with research on good attendance. Strategy's Expected Result/Impact: Help educate parents on the importance of attendance and the impact on student achievement. Staff Responsible for Monitoring: Attendance Clerk Admin Team Title I: 2.51 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Conduct a weekly grade level attendance award and campus attendance champion. Strategy's Expected Result/Impact: Students will be motivated to come to school to win the classroom trophy Attendance will improve and stay above the 95% goal. Staff Responsible for Monitoring: Attendance Clerk Admin Team Title I: 2.51 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				