

Ector County Independent School District

Gonzales Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



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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 % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 22% to 35%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: MAP, Checkpoint Data, iReady Diagnostics

Strategy 1 Details	Reviews			
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring 4 times a week, Do the Math 4 times a week, iReady for 3rd-5th grade, My Math Academy for K-2nd grade based on district recommendations. Strategy's Expected Result/Impact: Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Instructional Coach - Local - \$75,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will create student data folders to ensure students track MAP Math growth, monthly iReady or My Math Academy Math progress and Math Checkpoint data. Teachers will conference with students to discuss data folders and provide new goals each grading period. Strategy's Expected Result/Impact: Increased student awareness of strengths and weaknesses. Collaboration and goal setting led by the teacher increasing student self-accountability. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: In 24-25, only 20% of 3rd grade students and only 15% of 4th grade students were on grade level in Math according to STAAR. Root Cause: Lack of instructional support through feedback and coaching paired with a lack of PLC's being implemented on campus.

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 % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 35% 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%, 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: MAP, Checkpoint Data, iReady Diagnostics

Strategy 1 Details	Reviews			
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1 Funding Sources: Reach Associate and Teacher Resident - Title One School-wide - \$66,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring 4 times a week, LLI 4 times a week and iReady based on district recommendations. Strategy's Expected Result/Impact: Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: Tutoring - State Comp Ed - \$5,000		Formative			Summative
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Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: In 24-25, 67% of staff felt there was inadequate feedback/coaching and 65% of staff felt there was a lack of quality campus leadership. Root Cause: Lack of leadership support as seen through walkthrough feedback, coaching cycles, PLC's, and overall instructional support.
Curriculum, Instruction, and Assessment
Problem Statement 1: In 24-25, less than 25% of campus students, K-5, were reading on grade level according to MAP. Root Cause: Failure to implement district approved intervention materials on campus.

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 5th grade students performing at the MEETS level on Science STAAR will increase from 14% to 25%.

Indicators of Success:

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

Evaluation Data Sources: MAP, Checkpoint Data

Strategy 1 Details	Reviews			
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring 4 times a week, LLI 4 times a week and iReady based on district recommendations. Strategy's Expected Result/Impact: Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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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 49% to 60%

Indicators of Success:

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, Checkpoint Data, iReady Diagnostics

Strategy 1 Details		Reviews			
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: MTRT - Title One School-wide - \$12,000		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring 4 times a week, LLI 4 times a week and iReady based on district recommendations Strategy's Expected Result/Impact: Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
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Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: In 24-25, less than 25% of campus students, K-5, were reading on grade level according to MAP. **Root Cause:** Failure to implement district approved intervention materials on campus.

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 percentage of K-3 students will show growth using the School Conditional Growth Percentile from 55% to 65% on their READING MAP ASSESSMENT.

Indicators of Success:

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, Checkpoint Data, iReady Diagnostics

Strategy 1 Details		Reviews			
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Teachers will create student data folders to ensure students track MAP Reading growth, monthly iReady Reading progress and ELAR Checkpoint data. Teachers will conference with students to discuss data folders and provide new goals each grading period. Strategy's Expected Result/Impact: Increased student awareness of strengths and weaknesses. Collaboration and goal setting led by the teacher increasing student self-accountability. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
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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 42% 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. 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: MAP, Checkpoint Data, iReady Diagnostics

Strategy 1 Details	Reviews			
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1 Funding Sources: MCL - Title One School-wide - \$15,000	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring 4 times a week, LLI 4 times a week and iReady based on district recommendations Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
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Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: In 24-25, 67% of staff felt there was inadequate feedback/coaching and 65% of staff felt there was a lack of quality campus leadership. Root Cause: Lack of leadership support as seen through walkthrough feedback, coaching cycles, PLC's, and overall instructional support.

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: School Connectedness Student panorama data will increase from 58% to 65%.

Indicators of Success:

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

Evaluation Data Sources: Panorama

Strategy 1 Details	Reviews			
Strategy 1: The iLead SEL curriculum will be implemented weekly in classrooms to reduce the number of discipline referrals by 10% and build positive relationships among students and teachers. Strategy's Expected Result/Impact: Decrease in discipline issues and an increase in student's perception of belonging. Staff Responsible for Monitoring: Administration and counselor Title I: 2.531, 2.533 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Character Education lessons will be rolled out to students monthly for 30 minutes by the counselor. Strategy's Expected Result/Impact: Increased exposure to iLead by students leading to higher emotional maturity or awareness in students. Staff Responsible for Monitoring: Administration and Counselor Title I: 2.531, 2.533 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Staff will recognize student growth or achievement using competitions, rewards such as celebrations or ceremonies, phone calls or messages home, and student conferences. Strategy's Expected Result/Impact: Increased confidence in self and increase motivation to continue to improve. Staff Responsible for Monitoring: All Staff Title I: 2.533 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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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: Student daily attendance will increase from 92.3% to 95%.

Indicators of Success:

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

Evaluation Data Sources: Campus attendance reports and district COC reports

Strategy 1 Details	Reviews			
Strategy 1: Parents will be contacted daily regarding student absences by attendance clerk. Campus will follow District truancy contact procedures at each level. Strategy's Expected Result/Impact: Increase parental awareness of the importance of attendance and increased daily attendance. Staff Responsible for Monitoring: Administration, Counselor, COC, Attendance Clerk Title I: 2.53, 2.531 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The campus will hold attendance celebrations/acknowledgements to increase student engagement and awareness. Students with perfect attendance will be acknowledged at each awards ceremony. Students with less than 3 absences per semester will be invited to an attendance celebration at the end of each semester. Strategy's Expected Result/Impact: Increased motivation for school attendance and increased parent engagement in attendance needs. Staff Responsible for Monitoring: All staff Title I: 2.53, 2.531 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: In 24-25, student attendance was at 92.43% across K-5th. **Root Cause:** Failure to implement district truancy procedures across campus.

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 34% to 25%.

Indicators of Success:

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

Evaluation Data Sources: Discipline referrals in Focus

Strategy 1 Details		Reviews			
Strategy 1: Streamlining campus rules across all spaces and using the same language will decrease confusion amongst staff and students regarding behavioral expectations. Strategy's Expected Result/Impact: All staff and students using the same language and increase comprehension of expectations. Staff Responsible for Monitoring: All staff Title I: 2.533 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Increase percentage of students with MTSS behavior plans in Focus, from 0% to 5%, to ensure that students receiving Tier 2 and Tire 3 behavior interventions are supported through documented plans, enabling data-driven decisions and progress monitoring. Strategy's Expected Result/Impact: Decrease in student referrals and increase student/staff knowledge of behavioral best practices. Staff Responsible for Monitoring: Administration and MTSS coordinator Title I: 2.53, 2.531, 2.533 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
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No Progress



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Board Goal 4: Classroom Excellence

Performance Objective 1: By June 2026, Gonzales Elementary teacher retention rate will increase from 52% to 65%.

Evaluation Data Sources: TAPR Report and HR Staffing Report





Strategy 1 Details	Reviews			
Strategy 1: Priority teachers will receive targeted coaching and support from administration and instructional coaching staff. Strategy's Expected Result/Impact: Increased teacher instructional growth, increased teacher perception of administration support, decreased turnover. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Honor staff progress and successes via celebrations, acknowledgments, or additional recognition strategies. Strategy's Expected Result/Impact: Increased teacher perception of belonging on campus and decrease turnover. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Each grade level will elect a grade level leader who will attend regular meetings with the Core Leadership Team to ensure staff voice is being heard and included in campus initiatives. Strategy's Expected Result/Impact: Increased connectedness data on the Panorama survey and decreased turnover. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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Board Goal 4: Classroom Excellence

Performance Objective 2: By June 2026, Gonzales Elementary teacher satisfaction will increase from 33% to 50% based on the Feedback and Coaching section of the Panorama survey.





Evaluation Data Sources: Increased instructional efficacy and increased student growth.

Strategy 1 Details	Reviews			
Strategy 1: Administrators will deliver timely walkthrough feedback within 24 hours of classroom observations, engage in coaching conversations with teachers as needed, and provide ongoing instructional support to enhance teaching effectiveness and student outcomes. Strategy's Expected Result/Impact: Teacher awareness of best practices and improvement in instructional practices. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Leadership team will designate priority teachers for targeted coaching interventions delivered by the instructional coach, MCL, or MTRT to support accelerated growth in Math and ELAR instruction. These will be documented through School Mint Grow. Strategy's Expected Result/Impact: Teacher awareness of best practices and improvement in instructional practices Staff Responsible for Monitoring: Core Leadership Team and OC Staff Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Board Goal 4: Classroom Excellence

Performance Objective 3: By June 2026, Gonzales Elementary will improve the implementation of TEKS-based, rigorous, and relevant curriculum through the use of data driven instruction in Math and ELAR from not measured to 75%.





Evaluation Data Sources: Walkthrough data, PLC documentation, lesson plans

Strategy 1 Details	Reviews			
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will submit lesson plans using a campus-wide template which includes documentation of instructional materials approved by the district and provide evidence of preparation for administrator walkthroughs. Strategy's Expected Result/Impact: Strengthen instructional practices for all grade levels and internalization of instruction. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Board Goal 5: Culture of Excellence

Performance Objective 1: By July 2026, Gonzales Elementary will analyze and revise school-wide systems to promote a culture of academic and personal excellence through rigorous instruction, student engagement, and high expectations across all grade levels.





Evaluation Data Sources: Protection of instructional time and increased staff satisfaction due to ease of access to information/systems.

Strategy 1 Details	Reviews			
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Campus Math Specialist - Title One School-wide - \$75,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Administrators will deliver timely walkthrough feedback within 24 hours of classroom observations, engage in coaching conversations with teachers as needed, and provide ongoing instructional support to enhance teaching effectiveness and student outcomes. Strategy's Expected Result/Impact: Teacher awareness of best practices and improvement in instructional practices Staff Responsible for Monitoring: Core Leadership Team Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Board Goal 5: Culture of Excellence

Performance Objective 2: By July 2026, Gonzales Elementary will increase perceptions of the School Leadership's effectiveness from 35% to 50% as evidenced through the Staff Panorama Survey.





Evaluation Data Sources: Panorama Staff Survey

Strategy 1 Details	Reviews			
Strategy 1: Each grade level will elect a grade level leader who will attend regular meetings with the Instructional Leadership Team to ensure staff voice is being heard and included in campus initiatives Strategy's Expected Result/Impact: Increase in positive staff perceptions on Panorama data and increase in positive culture on campus. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Administrators will deliver timely walkthrough feedback within 24 hours of classroom observations, engage in coaching conversations with teachers as needed, and provide ongoing instructional support to enhance teaching effectiveness and student outcomes. Strategy's Expected Result/Impact: Teacher awareness of best practices and improvement in instructional practices Staff Responsible for Monitoring: Core Leadership Team Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Board Goal 5: Culture of Excellence

Performance Objective 3: By July 2026, Gonzales Elementary will improve how well they support cultural awareness and action from 0% to 25% as evidenced through the Staff Panorama Survey.

Evaluation Data Sources: Panorama Staff Survey

Strategy 1 Details	Reviews			
Strategy 1: Each grade level will elect a grade level leader who will attend regular meetings with the Instructional Leadership Team to ensure staff voice is being heard and included in campus initiatives Strategy's Expected Result/Impact: Increase in positive staff perceptions on Panorama data and increase in positive culture on campus. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Using iLead, the campus counselor will meet with each grade level monthly to support emotional well-being, emotional growth, and staff belonging. Strategy's Expected Result/Impact: Increase in teacher confidence and increased access to mental health tools. Staff Responsible for Monitoring: Administration and Counselor Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				