

Ector County Independent School District

Lyndon B. Johnson Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



Mission Statement

We Find Success in Each one, Some way, Every day

Vision

At LBJ Elementary School, we envision a dynamic and inclusive learning environment where every student is inspired to achieve academic excellence, embrace their unique talents, and become compassionate, responsible global citizens. Through innovative teaching, a nurturing community, and a commitment to lifelong learning, we strive to empower our students to reach their full potential and make a positive impact on the world.

Value Statement

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

Table of Contents

Board Goals 4

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. 4

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029. 13

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029. 17

Board Goal 4: Classroom Excellence 20

Board Goal 5: Culture of Excellence 23

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 2026, students in 3rd, 4th, and 5th grade will demonstrate improved reading proficiency as measured by an increase in the percentage of students meeting grade-level performance standards on the STAAR examination. Specifically, 3rd grade students will increase their Meets Performance from 41% to 46%, 4th grade students from 39% to 44%, and 5th grade students from 64% to 69%.

HB3 Board Goal

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%, 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: STAAR, Campus Based Assessments, Short Cycle Assessments, I-Ready Diagnostics.

| Strategy 1 Details | Reviews | | | |
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| <p>Strategy 1: During small group instruction, all students will engage with texts that are 0.5 to 1.0 grade levels above their diagnostic reading placement to promote academic rigor, build reading stamina, and accelerate growth toward grade-level proficiency.</p> <p>Strategy's Expected Result/Impact: As a result of consistent exposure to texts that are 0.5 to 1.0 grade levels above students' diagnostic placement, students will develop stronger comprehension skills, expand academic vocabulary, and demonstrate measurable growth in reading proficiency. This approach is expected to increase the percentage of students reaching or exceeding grade-level standards on formative assessments and end-of-year benchmarks.</p> <p>Staff Responsible for Monitoring: Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
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| <p>Strategy 2: All students in grades K-5 will engage in daily writing tasks across all content areas. Bi-monthly writing samples will be collected from each grade level and subject area to monitor student progress and inform instruction. Additionally, teachers will conduct at least one writing conference with each student during the bi-monthly period to provide individualized feedback, support skill development, and promote writing growth.</p> <p>Strategy's Expected Result/Impact: Consistent daily writing practice combined with bi-monthly writing sample collection and individualized teacher conferences will lead to improved writing fluency, organization, and content development across all grade levels. Students will demonstrate measurable growth in writing proficiency, as evidenced by rubric-aligned assessments, increased performance on district and state writing benchmarks, and stronger written communication across subject areas.</p> <p>Staff Responsible for Monitoring: Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Students will engage in MindPlay Reading for 20 minutes each day, five days per week. Consistent daily practice builds reading fluency, strengthens comprehension, and ensures reading growth.</p> <p>Strategy's Expected Result/Impact: Consistent utilization of Mindplay Reading will result in one years worth of growth in reading.</p> <p>Staff Responsible for Monitoring: Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal</p> <p>Title I: 2.51, 2.52, 2.53 Funding Sources: Mindplay Studio - Title One School- Improvement - \$6,000</p> | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
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| Strategy 4: During the Science of Reading Part 1 training with Strobel Education, teachers will learn the research-based foundations of how students learn to read and why evidence-based practices matter. They will explore the Simple View of Reading, which highlights the connection between decoding and language comprehension, and study the five essential pillars of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Strategy's Expected Result/Impact: Teachers will be equipped with evidence-based strategies from the Science of Reading to improve student literacy and ensure all learners build strong reading foundations. Staff Responsible for Monitoring: MCLs, MTRTs, Assistant Principal, Principal Title I: 2.53, 2.534 Funding Sources: Training for Consultant Strobel Learning - Title One Instructional Continuity - \$6,000 | Formative | | | Summative |
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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 2026, students in 3rd, 4th, and 5th grade will increase their Meets Performance in math proficiency as evidence by the STAAR Examination. Specifically, 3rd grade students will improve from 36% to 41%, 4th grade students from 33% to 38%, and 5th grade students from 34% to 39%.





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 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: STAAR, STAAR Release, Campus Based Assessments, Short Cycle Assessments, I-Ready Diagnostics.

| Strategy 1 Details | Reviews | | | |
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| | Oct | Jan | Mar | May |
| <p>Strategy 1: Begin math instruction with hands-on manipulatives to build conceptual understanding and engage students in concrete learning experiences. Gradually transition from manipulatives to visual representations and abstract problem-solving to strengthen number sense and mathematical reasoning.</p> <p>Strategy's Expected Result/Impact: Using hands-on manipulatives at the start of math instruction will enhance students' conceptual understanding by making abstract concepts tangible. This approach increases student engagement, promotes deeper mathematical reasoning, and lays a strong foundation for mastery of grade-level standards. As a result, students are expected to demonstrate improved problem-solving skills, greater confidence in math, and measurable growth in math proficiency on assessments.</p> <p>Staff Responsible for Monitoring: Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2</p> | | | | |

| Strategy 2 Details | | Reviews | | | |
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| <p>Strategy 2: Implement small-group differentiated instruction based on ongoing formative assessments to target specific skill gaps and accelerate learning.</p> <p>Strategy's Expected Result/Impact: Implementing small-group differentiated instruction informed by ongoing formative assessments will allow teachers to address individual student needs more effectively, targeting specific skill gaps. This tailored approach accelerates learning by providing focused support and challenges at the appropriate level, leading to increased student engagement, higher mastery of math concepts, and improved overall math proficiency as reflected in formative and summative assessments.</p> <p>Staff Responsible for Monitoring: Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | | Formative | | | Summative |
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| Strategy 3 Details | | Reviews | | | |
| <p>Strategy 3: Provide teachers with regular opportunities to practice math lesson delivery through "at-bats" during PLCs or coaching cycles. These practice sessions will focus on modeling effective instructional strategies, refining questioning techniques, and ensuring alignment to lesson objectives. Feedback from instructional coaches or peers will be used to strengthen lesson delivery and promote consistent, high-quality math instruction across classrooms.</p> <p>Strategy's Expected Result/Impact: Providing teachers with regular "at-bats" to practice and refine math lesson delivery will lead to more consistent, high-quality instruction across classrooms. As teachers improve their instructional clarity, pacing, and use of questioning, students will experience more effective and engaging math lessons. This is expected to result in increased student understanding of core math concepts, stronger classroom discourse, and measurable gains in math proficiency on both classroom-based and standardized assessments.</p> <p>Staff Responsible for Monitoring: Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal</p> <p>Title I: 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> | | Formative | | | Summative |
| | | Oct | Jan | Mar | May |
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| Strategy 4 Details | | Reviews | | | |
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| <p>Strategy 4: All grade levels will dedicate 10 minutes daily to targeted practice of basic math facts, including addition, subtraction, multiplication, and division as developmentally appropriate. This structured, consistent practice will be embedded into the daily math routine to build automaticity, accuracy, and confidence in foundational math skills.</p> <p>Strategy's Expected Result/Impact: Daily dedicated practice of basic math facts will improve students' speed and accuracy in computation, leading to greater automaticity and reduced cognitive load during problem-solving. As a result, students will be able to engage more confidently and efficiently with higher-order math tasks, contributing to improved overall math performance and growth on formative assessments and standardized tests.</p> <p>Staff Responsible for Monitoring: Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | | Formative | | | Summative |
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Performance Objective 2 Problem Statements:

| Student Achievement |
|---|
| <p>Problem Statement 1: Although L.B. Johnson Elementary shows strong growth in upper grades, data reveals gaps in early-grade achievement and among special populations. In math and reading, 28-32% of students perform below average, with foundational grades (K-2) showing lower growth and proficiency. Root Cause: These gaps are primarily due to inconsistent teaching methods in primary grades, limited teacher capacity to deliver differentiated instruction, and a lack of rigor in the early-grade curriculum. As a result, foundational skills are not being developed consistently, leading to long-term performance disparities.</p> <p>Problem Statement 2: Math performance in Grades 4 and 5 remains below expectations. In Grade 4, only 33% of students met STAAR standards, with 11% mastering content. Grade 5 showed minimal improvement, with just 34% meeting expectations and 11% 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> |
| Curriculum, Instruction, and Assessment |
| <p>Problem Statement 1: Although L.B. Johnson Elementary shows strong growth in upper grades, data reveals gaps in early-grade achievement and among special populations. In math and reading, 28-32% of students perform below average, with foundational grades (K-2) showing lower growth and proficiency. Root Cause: These gaps are primarily due to inconsistent teaching methods in primary grades, limited teacher capacity to deliver differentiated instruction, and a lack of rigor in the early-grade curriculum. As a result, foundational skills are not being developed consistently, leading to long-term performance disparities.</p> |

Curriculum, Instruction, and Assessment

Problem Statement 2: Math performance in Grades 4 and 5 remains below expectations. In Grade 4, only 33% of students met STAAR standards, with 11% mastering content. Grade 5 showed minimal improvement, with just 34% meeting expectations and 11% 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.

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 2026, 5th grade students will demonstrate increased proficiency in science by improving their Meets Performance from 38% to 43%, as measured by the STAAR examination.





HB3 Board Goal

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%

Evaluation Data Sources: STAAR, STAAR Release, Campus Based Assessments, Short Cycle Assessments, I-Ready Diagnostics.

| Strategy 1 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 1: Integrate weekly hands-on labs and inquiry-based activities aligned to TEKS to deepen conceptual understanding and promote scientific thinking. Students will engage in predicting, experimenting, observing, and drawing conclusions to connect classroom learning with real-world applications. Strategy's Expected Result/Impact: Integrating weekly hands-on labs and inquiry-based activities will increase student engagement and deepen understanding of scientific concepts by connecting learning to real-world experiences. As students regularly practice scientific processes--such as predicting, experimenting, and analyzing--they will develop stronger critical thinking and problem-solving skills. This approach is expected to lead to higher student achievement on science assessments, improved retention of content, and increased performance on the 5th grade science STAAR. Staff Responsible for Monitoring: Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | Formative | | | Summative |
| | | Oct | Jan | Mar | May |
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| Strategy 2 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 2: Implement consistent science vocabulary instruction using word walls, interactive notebooks, and daily review routines. Emphasis will be placed on tier 3 academic vocabulary to strengthen students' comprehension of scientific texts and assessments. Strategy's Expected Result/Impact: Consistent instruction and reinforcement of tier 3 science vocabulary will enhance students' ability to comprehend complex scientific texts, follow multi-step directions, and accurately interpret assessment questions. As students internalize key academic terms through visual supports, interactive notebooks, and daily review, they will demonstrate improved content knowledge, stronger written and verbal explanations of scientific concepts, and increased performance on vocabulary-dependent items on the 5th grade science STAAR. Staff Responsible for Monitoring: Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | Formative | | | Summative |
| | | Oct | Jan | Mar | May |
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| Strategy 3 Details | | Reviews | | | |
| Strategy 3: Use exit tickets, quizzes, and benchmark data to identify learning gaps and implement targeted, small-group interventions. Weekly spiral review of previously taught concepts will ensure retention and readiness for the cumulative nature of the 5th grade science STAAR assessment. Strategy's Expected Result/Impact: Using exit tickets, quizzes, and benchmark data to guide small-group interventions will allow for timely, targeted support to address individual student learning gaps. Coupled with weekly spiral review, this approach will reinforce previously taught concepts and build long-term retention. As a result, students will enter the 5th grade science STAAR assessment with a stronger foundation, greater confidence, and improved performance on cumulative science standards. Staff Responsible for Monitoring: Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: 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: By May 2026, students in grades Kindergarten through 3rd grade will demonstrate increased academic growth, as measured by end-of-year growth targets on the NWEA MAP Assessments. Specifically:

Kindergarten students will increase the percentage of those meeting growth goals from 61% to 66%.

1st grade students will increase from 59% to 64%.

2nd grade students will increase from 64% to 69%.





3rd grade students will increase from 69% to 74%.

HB3 Board Goal

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%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: MAP Data, SCA Data

| Strategy 1 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Grades Kindergarten and 1st will focus on implementing Saxon Phonics with fidelity, ensuring consistent and systematic instruction. Teachers will follow the program's scope and sequence, deliver daily phonics lessons, and use ongoing progress monitoring to guide instruction and support student mastery. Students in 2nd-3rd grade will systematically utilize the HMH Phonics section daily to reinforce foundational skills and promote reading fluency.</p> <p>Strategy's Expected Result/Impact: Consistent and systematic use of Saxon Phonics in Kindergarten and 1st grade, along with daily utilization of the HMH Phonics section in 2nd-3rd grade, will strengthen students' foundational reading skills. This targeted instruction will improve phonemic awareness, decoding, and fluency, leading to increased reading growth and a higher percentage of students meeting or exceeding grade-level benchmarks by the end of the year.</p> <p>Staff Responsible for Monitoring: Department Level Leads, MCL, MRTs, Assistant Principal, Principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | | Formative | | | Summative |
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| Strategy 2 Details | | Reviews | | | |
| <p>Strategy 2: Teachers will receive comprehensive training on I-Ready Magnetic Reading to effectively implement the program. Additionally, teachers will allocate dedicated time within their daily schedules to review I-Ready Magnetic Reading lessons with students, ensuring consistent practice and targeted support.</p> <p>Strategy's Expected Result/Impact: With targeted teacher training and dedicated instructional time, students will engage more effectively with the I-Ready Magnetic Reading program. This consistent exposure will enhance personalized learning, improve reading comprehension, and accelerate skill development. As a result, students are expected to show measurable growth in reading proficiency and increased mastery of grade-level reading standards.</p> <p>Staff Responsible for Monitoring: Department Level Leads, MCL, MRTs, Assistant Principal, Principal</p> <p>Title I: 2.534</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | | 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 2: By May 2026, 85% of all students will pass the L.B. J. Elementary Knight (Sight) Word list as evidenced by daily, weekly, and monthly assessments.





HB3 Board Goal

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%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: LBJ High Frequency Word Assessments

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: All students in Kindergarten, 1st, and 2nd grade will receive the grade-appropriate Dolch Sight Word lists and participate in a structured self-study program requiring mastery of specific lists each quarter. Parents will be expected to support students in learning these words at home, while teachers will monitor progress through daily checks, weekly reviews, and monthly assessments. Strategy's Expected Result/Impact: By implementing this structured sight word program, students in Kindergarten through 2nd grade will demonstrate increased mastery of grade-level sight words, resulting in stronger reading fluency, improved early literacy skills, and higher performance on district and state reading assessments. Staff Responsible for Monitoring: Department Level Leads, MCL, MRTs, Assistant Principal, Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
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| Strategy 2: Teachers will conduct quarterly sight word assessments for each student and collect data on every word mastered to monitor progress and guide instruction. Strategy's Expected Result/Impact: By conducting quarterly sight word assessments and tracking each word mastered, teachers will target instruction more effectively, resulting in increased student mastery of sight words and improved overall reading fluency. Staff Responsible for Monitoring: Department Level Leads, MCL, MRTs, Assistant Principal, Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math | 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 1: To support the goal of increasing College, Career, or Military Readiness, all LBJ Elementary students will continue developing foundational skills aligned with AVID and WICOR strategies.

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%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: Early implementation of AVID and WICOR strategies at the elementary level will cultivate essential skills such as organization, critical thinking, collaboration, and effective communication. Students will develop stronger academic habits and greater ownership of their learning, which will lead to improved engagement and achievement across subjects. Over time, this foundation will contribute to increased readiness for rigorous coursework in middle and high school, ultimately supporting higher rates of College, Career, or Military Readiness by graduation.

| Strategy 1 Details | Reviews | | | |
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| | Oct | Jan | Mar | May |
| <p>Strategy 1: Students in grades 2nd-5th will engage in daily use of planners to build organizational habits. All grade levels will engage in utilization of interactive notebooks to engage students in writing and note-taking, and structured opportunities for inquiry, collaboration, and focused reading.</p> <p>Strategy's Expected Result/Impact: Embedding these practices early will promote academic rigor, critical thinking, and ownership of learning, setting students on a path toward long-term success.</p> <p>Staff Responsible for Monitoring: Grade Level Department Leaders, MCLs, MTRTs, Assistant Principal, Principal</p> <p>Title I: 2.51, 2.52, 2.53, 2.532</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: AVID Planners - Title One Instructional Continuity - \$1,576.62</p> | | | | |

| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 2: At LBJ, all grade levels and students will engage in WICOR strategies throughout Reading, Science, and Social Studies classes to strengthen critical thinking, collaboration, and content mastery. Strategy's Expected Result/Impact: At LBJ, all grade levels and students will engage in WICOR strategies during Reading, Science, and Social Studies, promoting active learning and collaboration that will result in stronger critical thinking skills, deeper content understanding, and improved academic achievement. Staff Responsible for Monitoring: Grade Level Department Leaders, MCLs, MTRTs, Assistant Principal, Principal Title I: 2.51, 2.52, 2.53, 2.532 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college | 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: To support college and career readiness, LBJ Elementary will host College Day on the first Wednesday of each month.

Indicators of Success:

College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%

Evaluation Data Sources: Observation and walkthrough data will be collected.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Students and staff will wear college gear and teachers will leading mini-lessons on college life, resulting in increased student awareness of higher education opportunities and the development of college-going mindsets from an early age. Strategy's Expected Result/Impact: This initiative will result in students developing early college-going mindsets, greater awareness of higher education opportunities, and increased motivation to pursue future college and career pathways. Staff Responsible for Monitoring: Grade Level Department Leaders, MCLs, MTRTs, Assistant Principal, Principal Title I: 2.532 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: LBJ Elementary School will host a Career Day to highlight professions that require a college degree, inspiring students to explore future career pathways and the importance of higher education. Strategy's Expected Result/Impact: This Career Day will increase students' awareness of diverse professions, help them make connections between education and future opportunities, and foster early motivation to pursue college and career readiness. Staff Responsible for Monitoring: Counselor Title I: 2.532 - TEA Priorities: Connect high school to career and college | Formative | | | Summative |
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Board Goal 4: Classroom Excellence

Performance Objective 1: 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.

HB3 Board Goal

Evaluation Data Sources: Walkthroughs, Observations, Spot Checks

| Strategy 1 Details | Reviews | | | |
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| 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 Department Leads, MCLs, MTRTs, Assistant Principal, Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
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| 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 Department Leads, MCLs, MTRTs, Assistant Principal, Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Formative - Title One School- Improvement - \$2,455.56 | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Incorporate TEKS Bins across all grade levels as a formative assessment tool to systematically track student mastery of Texas Essential Knowledge and Skills (TEKS) standards. Teachers will regularly use TEKS Bins to identify learning gaps, guide targeted instruction, and monitor progress toward mastery. Strategy's Expected Result/Impact: Regular use of TEKS Bins across all grade levels will provide teachers with clear, actionable data on student mastery of standards, enabling timely identification of learning gaps. This targeted insight will improve instructional planning and intervention, leading to increased student mastery of TEKS objectives. Over time, students are expected to demonstrate higher achievement on formative assessments and end-of-year state tests. Staff Responsible for Monitoring: Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, 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 4: Classroom Excellence

Performance Objective 2: LBJ Elementary School will launch a new initiative funded by Dollar General Literacy Foundation called, "Bright Little Knights Read By Grade Three." The initiative is designed to ensure that 85% of LBJ Knights are reading on grade level by 3rd Grade.

HB3 Board Goal

Evaluation Data Sources: MAP Data, I-Ready Reading Data, High Frequency Word Assessments

| Strategy 1 Details | Reviews | | | |
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| Strategy 1: All K-3rd Grade teachers will attend Science of Reading Training Part 1 conducted by Strobel Education. Teachers will apply learning daily. Small Groups will be conducted. Strategy's Expected Result/Impact: As a result of the Science of Reading Part 1 training, K-3 teachers will apply research-based practices daily and implement targeted small groups, leading to stronger foundational reading skills, increased student engagement, and measurable growth in early literacy outcomes. Staff Responsible for Monitoring: Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal Title I: 2.534 - TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Literacy materials and books will be purchased with funding from the Dollar General Literacy Foundation to support K-3rd grade learners in developing strong early reading skills. Strategy's Expected Result/Impact: Through the purchase of literacy materials and books funded by the Dollar General Literacy Foundation, K-3rd grade learners will have increased access to high-quality resources, resulting in improved reading fluency, stronger comprehension skills, and measurable growth in early literacy achievement. Staff Responsible for Monitoring: Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
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Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2026, PTA membership will increase from 87 to 125 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 |
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| 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 |
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Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2026, overall student attendance will improve from 93.7% to 94% through targeted attendance initiatives, family engagement, and consistent monitoring of absenteeism.

Evaluation Data Sources: Weekly Attendance Monitoring

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Establish an early warning system to identify students with frequent absences. Provide targeted interventions such as attendance check-ins, mentoring, and personalized support plans to address underlying causes and encourage consistent attendance. Strategy's Expected Result/Impact: Implementing an early warning system to identify students with frequent absences will enable timely and targeted interventions that address the root causes of absenteeism. Personalized support such as attendance check-ins and mentoring will increase student accountability and engagement, leading to improved attendance rates. Over time, this approach is expected to reduce chronic absenteeism and contribute to overall higher school-wide attendance percentages. Staff Responsible for Monitoring: Attendance Clerk, Counselor, Principal, Assistant Principal Title I: 2.531, 2.533 - ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: LBJ will support improved attendance by implementing incentive programs for students, increasing parent communication and partnerships, providing targeted interventions for chronically absent students, and monitoring attendance data regularly to ensure timely support. Strategy's Expected Result/Impact: Improved attendance at LBJ will result in students gaining more instructional time, leading to stronger academic achievement, higher student engagement, and improved campus accountability outcomes. Staff Responsible for Monitoring: Attendance Clerk, Counselor, Principal, Assistant Principal Title I: 2.531, 2.533 - ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
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Board Goal 5: Culture of Excellence

Performance Objective 3: LBJ Administrators, Teachers, Staff, and students will follow the LBJ Elementary School Culture Rubric. LBJ Elementary School administrators, teachers, staff, and students will adhere to the strategies outlined in Uncommon Schools and Teach Like A Champion. LBJ students will be awarded Live School points daily and be presented with the opportunity to use points in the LBJ Knight Store.

Evaluation Data Sources: Discipline Referrals, Suspension Totals

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: LBJ Administrators, Teachers, Staff, and Students will follow the LBJ Elementary School Culture Rubric. Campus will be observed on the rubric every 4 weeks. Areas of improvement will be updated on the LBJ Elementary School Plan of the Week. Strategy's Expected Result/Impact: This consistent monitoring and feedback cycle will foster a culture of accountability and excellence, ensuring continuous growth in teaching practices, student engagement, and overall campus climate. Staff Responsible for Monitoring: Administration, MCLs, MTRTs, and Department Leads TEA Priorities: 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: LBJ Elementary School administrators, teachers, and staff will adhere to the strategies utilized in Uncommon Schools. Strategy's Expected Result/Impact: By implementing Uncommon Schools' proven practices, LBJ Elementary will enhance teacher capacity, ensure rigorous instruction, and support measurable gains in student outcomes. Staff Responsible for Monitoring: Administration, MCLs, MTRTs, and Department Leads Title I: 2.534 - 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: LBJ Elementary School Teachers and Staff will award each student between 3-5 Live School points per day based on a culture, behavior, and effort rubric. Students will be able to accumulate points to make purchases from the LBJ Knight Store. Strategy's Expected Result/Impact: By earning points daily, students will take ownership of their behavior and effort, leading to improved classroom culture and increased student engagement. Staff Responsible for Monitoring: Administration, MCLs, MTRTs, and Department Leads Title I: 2.51, 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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