

Ector County Independent School District

Blanton 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 25-26, 3rd - 5th grade students will increase the meets standards on reading from 41% to 46%





Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Informal assessments, SCA, MAP and STAAR benchmark

Strategy 1 Details		Reviews			
Strategy 1: .K-5 classroom teachers will target at risk populations utilizing Read 180 and ST Math for 1416 kids, small group instruction, and targeted tutoring for K-3 three times a week for 20-30 minutes; Teachers will adhere to the ECISD ELAR Framework. Strategy's Expected Result/Impact: growth in students' individual learning pathways IReady lessons passed at 70% or higher (2-3 lessons a week) Staff Responsible for Monitoring: Teachers, instructional coach and leadership team. Title I: 2.51, 2.52 - 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: Demographics 2 - Student Achievement 2 Funding Sources: Part time tutor for 1st grade to help close gaps - Title One School- Improvement - \$30,000		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Instructional coach will lead weekly PLC focusing on data from checkpoints and MAP and do informal checks to develop responsiveness and enrichment. Strategy's Expected Result/Impact: Teachers will use data to make informed instructional decisions to target individualized instruction Staff Responsible for Monitoring: Instructional Coach and leadership team Title I: 2.52, 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: Instructional coach-She will support all grade levels and help facilitate PLCs - Title One School-Improvement - \$80,000		Formative			Summative
		Oct	Jan	Mar	May

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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Lack of Tier 1 instruction in Reading resulted in disproportionate student performances of all sub-populations across grade levels. Root Cause: Lack of quality lesson planning with appropriate levels of rigor.
Student Achievement
Problem Statement 2: In 24-25 only 41% of 3rd-grade students were reading on grade level Root Cause: Students did not receive systematic and explicit phonics instruction in kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hindered fluency and comprehension in higher 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 2: By May of 2025, the percentage of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 33% to 60%

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: MAP Tests, IReady Diagnostic Tests, SCA's, Local Benchmark,STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Using MAP, SCA, and STAAR interim data the leadership team will implement the DDI process, develop TEKS knowledge, implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: All teachers will be well prepared to deliver quality Tier 1 instruction. Staff Responsible for Monitoring: Campus Curriculum coach and Campus Leadership Title I: 2.51 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Classroom objectives, rigor and questioning in the classroom will be monitored to ensure fidelity of lesson planning. Teachers will ask at least two depth of knowledge questions daily that align with the TEK, which will be evident in their lesson plans and weekly walkthroughs. Strategy's Expected Result/Impact: All teachers will be well prepared to deliver quality Tier 1 instruction. Staff Responsible for Monitoring: Curriculum coach and campus leadership TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	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 3: By May of 2026, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 17% to 25 %.

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: MAP MOY and EOY reports
Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: Students will be exposed to academic vocabulary in all grade levels. Teachers will create interactive science word walls and anchor charts. Students will create and use interactive science journals while using specific note-taking strategies. Strategy's Expected Result/Impact: Teachers will see an increase in student's understanding of academic vocabulary. Students will utilize journals to connect learning to real-world science and everyday situations. Staff Responsible for Monitoring: Leadership, IC, Teachers	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: All grade levels will take the science SCAs. Teachers will reteach lessons on low-scoring TEKS. Planning for the reteach and reassess will be rehearsed during PLCs. Leadership will follow up to observe the reteach lessons Staff Responsible for Monitoring: Teachers, IC, Leadership team	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 25-26, 3rd grade students will increase the meets standard on reading from 41% to 46%

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Informal assessments, SCA, MAP and STAAR benchmark

Strategy 1 Details	Reviews			
	Formative			Summative
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Strategy 1: Instructional Coach and leadership will refine and implement the Data-Driven Instructional process, enhance TEKS understanding through unpacking the standards, apply the Observation/Feedback coaching model, and analyze student work in PLCs to ensure mastery of learning objectives. Strategy's Expected Result/Impact: Rigorous lessons The percentage of students showing meets or better will increase on checkpoints Staff Responsible for Monitoring: IC Principals Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: K-5 classroom teachers will target at-risk populations and utilize small group reading four times a week for 20-25 minutes per group. Strategy's Expected Result/Impact: Increased engagement in Tier I instructions Rigorous lessons IReady will show an increase of students meeting growth from BOY to EOY diagnostic check The percentage of students showing meets or better will increase on checkpoints Staff Responsible for Monitoring: IC Principals Title I: 2.51, 2.52, 2.53, 2.534, 2.535 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, 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 2: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 39% to 45%

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: MAP data from BOY, MOY, EOY

Strategy 1 Details	Reviews			
Strategy 1: Instructional coach and leadership will refine and implement the Data-Driven Instructional process, enhance TEKS understanding through unpacking the standards, apply the Observation/Feedback coaching model, and analyze student work in PLCs to ensure mastery of learning objectives. Strategy's Expected Result/Impact: DDI process will be implemented in PLCs with Fidelity Increase Meets level on MAP EOY in K-2 IReady will show and increase of students meeting growth from BOY to EOY diagnostic checks. Staff Responsible for Monitoring: IC Principals Title I: 2.51, 2.52, 2.534 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: K-5 classroom teachers will target at-risk populations and utilize small group reading four times a week for 20-25 minutes per group; Differentiated instruction through LLI, Guided Reading, and Sirius will be used. Strategy's Expected Result/Impact: Improved Tier 1 instruction resulting in more students performing at meets or higher on checkpoints. Provide small group interventions for at-risk students. Increase in their MAP growth through evidence of RIT score. Staff Responsible for Monitoring: Grade level teacher, Instructional Coach, Campus Leadership Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	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: 100% of 3rd-5th students will utilize Avid strategies to promote college readiness.

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%, 4
Year Graduation Rate - % of students in grades 9-12 who graduate within four years of entering high school - 2026 Goal: 86%

Evaluation Data Sources: AVID CCI
AVID Evidence- Site team checks for binders, planners, and note taking in journals.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will ensure each students learn organizational skills through maintaining a binder and planner. Strategy's Expected Result/Impact: organizational skills two way communication between school and home Staff Responsible for Monitoring: Classroom Teachers AVID Site Team Title I: 2.52, 2.532 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: AVID Site Team will share an AVID/WICOR strategy with teachers every 9 weeks and monitor implementation. Strategy's Expected Result/Impact: Rigorous lessons organizational skills Increased writing skills Staff Responsible for Monitoring: Classroom Teachers AVID Site Team 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	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: School Connectedness panorama data will increase from 64% to 70 %.

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: Fall and Spring Panorama Data Reports

Strategy 1 Details	Reviews			
Strategy 1: The iLead curriculum will be implemented 1 time a week for 20 minutes to reduce the number of discipline referrals by 10% and build positive relationships among students and teachers. Strategy's Expected Result/Impact: Reduce Discipline Referrals Build Positive relationships Increase school climate and morale Staff Responsible for Monitoring: Teachers Counselor SEL Site Team Title I: 2.531 - 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: Character ED lessons will be implemented two times a month 30 minutes each lesson by the counselor. Strategy's Expected Result/Impact: Development of Positive Relationships Increased Problem Solving Skills Staff Responsible for Monitoring: Counselor Title I: 2.531 - 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 3: Student daily attendance will increase from 92.4% to 95%.

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: Monthly Attendance Dashboard





Strategy 1 Details	Reviews			
Strategy 1: Grade level teachers will contact parents at two absences a month and document in Eduphoria on Contact form. Strategy's Expected Result/Impact: Increase attendance to 95% Staff Responsible for Monitoring: Teachers Counselor Assistant Principal Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teachers will hold attendance celebrations for students meeting 95% attendance. Strategy's Expected Result/Impact: Increased Attendance Rate Staff Responsible for Monitoring: attendance clerk, teachers, admin ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Board Goal 4: Classroom Excellence

Performance Objective 1: Increase student academic achievement in core content areas by at least 5% on state and district assessments by the end of the academic year.

Evaluation Data Sources: Checkpoints
IReady
Read 180 and ST math for 1416 kids

Strategy 1 Details	Reviews			
Strategy 1: Implement data-driven small group instruction and provide targeted interventions based on SCA/benchmark assessments. Strategy's Expected Result/Impact: MAP Growth BOY to MOY SCA scoring at meets level Staff Responsible for Monitoring: Classroom Teachers Principal Instructional Coach Assistant Principal Title I: 2.51, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Curriculum and Instruction will provide and support the implementation of k-5 instructional framework for ELAR, Math and Science. Strategy's Expected Result/Impact: 100% of students will have access to high-quality instructional materials for tier 1 instruction. Staff Responsible for Monitoring: Administrators, teachers Instructional coach TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, 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: Current STAAR data indicate that a significant percentage of students are not meeting grade-level expectations, revealing gaps in the alignment between curriculum instruction and assessment. Teachers face challenges in delivering Tier 1 instruction that meets the depth of the TEKS, and vertical alignment is insufficient to ensure that foundational math skill Root Cause: Teachers are overwhelmed by the number of district mandated curriculum resources and framework, many of which lack alignment to the depth of rigor of the STAAR tested TEKS. Instructional time has been heavily dedicated to implementing low rigor materials, leaving little room for teachers to adapt lessons or integrate higher level tasks that build critical thinking and content mastery.

Board Goal 4: Classroom Excellence

Performance Objective 2: Increase attendance rate from 92.9% to 95% for all students by May of 2026.

Evaluation Data Sources: Attendance records





Strategy 1 Details	Reviews			
Strategy 1: Strengthen Attendance Monitoring and Family Communication by establishing a consistent system to track daily attendance, flagging students with frequent absences. Strategy's Expected Result/Impact: To improve family awareness and earlier interventions will reduce chronic absenteeism, resulting in more students attending regularly and contributing to reaching the 95% attendance goal. Staff Responsible for Monitoring: Administrators, teachers, counselors 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: Incentivize and Support Student Attendance by implementing campus-wide attendance incentives (weekly recognition, monthly rewards, and class competitions) to promote positive attendance habits. Strategy's Expected Result/Impact: Incentives and wraparound supports will encourage students to attend consistently, strengthen a positive school culture around attendance, and drive progress toward the 95% target. Staff Responsible for Monitoring: Teachers, administrators, counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Board Goal 4: Classroom Excellence

Performance Objective 3: Ensure 100% of teachers implement evidence-based instructional practices aligned with district curriculum standards through ongoing professional development and coaching.

Evaluation Data Sources: Walk Throughs
Lesson Plans
PLCs

Strategy 1 Details	Reviews			
Strategy 1: Provide weekly professional learning sessions in PLCs and follow-up instructional coaching. Strategy's Expected Result/Impact: Effective Tier 1 Instruction Internalized Lesson Plans & Practices MAP Growth BOY to MOY SCA scoring at meets level Staff Responsible for Monitoring: Principals MCLs Teachers Title I: 2.52, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Leadership & Instructional coach will refine and implement the Data-Driven Instructional process, enhance TEKS understanding through Internalizing instruction, apply the Observation/Feedback coaching model, and analyze student work in PLCs to ensure mastery of learning objectives. Strategy's Expected Result/Impact: DDI process will be implemented in PLCs with Fidelity Increase Meets level on MAP EOY in K-2 IReady will show and increase of students meeting growth from BOY to EOY diagnostic checks. Staff Responsible for Monitoring: Instructional coach Administrators Title I: 2.51, 2.52, 2.534 - TEA Priorities: Build a foundation of reading and math - 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
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Performance Objective 3 Problem Statements:





Student Achievement
Problem Statement 2: In 24-25 only 41% of 3rd-grade students were reading on grade level Root Cause: Students did not receive systematic and explicit phonics instruction in kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hindered fluency and comprehension in higher grades.

Board Goal 5: Culture of Excellence

Performance Objective 1: Establish and consistently reinforce high behavioral expectations across all grade levels.

Evaluation Data Sources: Referral Reports showing decreasing numbers in referral





Strategy 1 Details	Reviews			
Strategy 1: Implement a Schoolwide Positive Behavior Interventions and Supports (PBIS, EMERGENT TREE) Framework Strategy's Expected Result/Impact: Decrease in Referrals Engaged and Positive learners Staff Responsible for Monitoring: Administrators Teachers Instructional Coach Title I: 2.53, 2.531, 2.533 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: All students will participate in iLead social-emotional lessons provided by their classroom teachers once per week. Strategy's Expected Result/Impact: The expectation is that students will learn how to monitor their mental health and be aware of their reaction. Staff Responsible for Monitoring: Administrators Teachers Counselor Instructional Coach ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: All PreK-5th-grade students will participate in at least one Guidance Lesson per month provided by the school counselor. Strategy's Expected Result/Impact: The expectation is that students are equipped with strategies to control their emotions and reactions to difficult situations Staff Responsible for Monitoring: Administrators and counselor ESF Levers: Lever 3: Positive School Culture		Formative			Summative
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Board Goal 5: Culture of Excellence

Performance Objective 2: School Connectedness panorama data will increase from 46% to 66%.

Evaluation Data Sources: Panorama Survey 3-5% increase in ratings

Strategy 1 Details	Reviews			
Strategy 1: Student & Staff Recognition (Student of the Month, Employee of the month, Most Improved, Character Trait Awards). Strategy's Expected Result/Impact: Track number of students recognized Staff and Student Feedback Staff Responsible for Monitoring: Administrators Teacher Counselor Title I: 2.531, 2.533 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Strengthen Student-Teacher and Peer Relationships by implementing weekly classroom community circles or morning meetings to build trust, promote student voice, and strengthen relationships. Strategy's Expected Result/Impact: Classrooms will be monitored through student feedback, teacher reflections, and observation of classroom climate and Student Wellness Being lessons. Staff Responsible for Monitoring: Administrators, teachers, counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Performance Objective 2 Problem Statements:





School Culture and Climate

Problem Statement 1: 60 %of students believe that adults and peers care about their learning and them, as measured by the Panorama survey goal. School climate may negatively impact student engagement, behavior, and academic performance if not addressed through intentional campus-wide efforts. **Root Cause:** Students do not consistently feel that adults and peers care about their learning and well-being due to limited integration of SEL practices, inconsistent modeling of SEL competencies by staff, and lack of structured opportunities for students to build meaningful connections with others.

Board Goal 5: Culture of Excellence

Performance Objective 3: Student sense of belonging and engagement will increase from 60% to 67 % by the end of the school year, as reflected on the Spring Panorama data.

Evaluation Data Sources: Panorama surveys, discipline referrals will decrease

Strategy 1 Details	Reviews			
Strategy 1: Teachers will engage students in socioemotional learning through the iLead curriculum to build positive relationships among students and staff members. Strategy's Expected Result/Impact: Teachers will utilize curriculum to address the wholistic needs of all students. Staff Responsible for Monitoring: Leadership, teachers Title I: 2.531 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Use fall Panorama survey data to target areas of intervention through our counseling team such as relationships, conflict resolution, character lesson, and self worth. Strategy's Expected Result/Impact: Student connectedness will increase to 75%. Staff Responsible for Monitoring: Teachers, leadership, counselor Title I: 2.531 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				