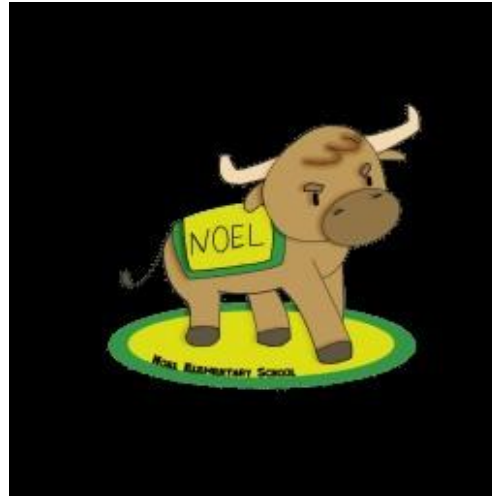# Ector County Independent School District

Noel Elementary

2025-2026 Board Goals/Performance Objectives/Strategies

Mission Statement

William D Noel Elementary will develop a community of learners who are socially conscious, self-reliant, and academically equipped to take on an ever-changing world.

Vision

Vision Statement:
At Noel Elementary, it's about giving back by leading the way!

Table of Contents

Board Goals

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

Performance Objective 1: By May 2026 Math STAAR meets scores will increase from 30% to 40%, Masters will increase from 10% to 20%

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: Walk-throughs, feedback and coaching
Data Driven Instruction Analysis during Professional Learning Committees
WICOR AVID strategies PD
MAP
Checkpoint data

Strategy 1 Details	Reviews			
Strategy 1: Use HQIM with Fidelity: Ensure all teachers follow the district-adopted math curriculum with daily lesson alignment to TEKS and STAAR readiness standards.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: MCL's monitors if math classrooms show use of STAAR-like word problems, student discourse, small-group intervention, which will result in growth of student achievement. **Staff Responsible for Monitoring:** Teachers, Multi-Classroom Leaders, mentors and administrators. **Title I:** 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 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy** **Funding Sources:** - Title One School- Improvement - $30,000				

Strategy 2 Details	Reviews			
Strategy 2: MCL's will model lessons and provide coaching on math discourse, questioning, and problem-solving strategies.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in student achievement toward growth goals and closing student gaps in math. **Staff Responsible for Monitoring:** MCL's, Campus Administrators **Title I:** 2.52, 2.534 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Funding Sources:** - Title One School- Improvement - $30,000				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 2: By May 2026 4th Grade Bilingual Reading STAAR meets scores will increase from 14% to 24%, Masters will increase from 0% to 10%.

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

Evaluation Data Sources: Walk-throughs and feedback
PLCs (Planning Data Driven Instruction)
On-going coaching for bilingual staff.
Teachers follow with fidelity the Language of the Day Calendar
Students will practice on K-12 Summit for at least 15 minutes a day.

Strategy 1 Details	Reviews			
Strategy 1: Ensure bilingual teachers follow district reading curriculum with a balance of Spanish literacy and structured English language development.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Strong bilingual teachers will become the train of trainers after they have gone to bilingual training, that will ensure that strategies are implemented with fidelity and consistency. **Staff Responsible for Monitoring:** Administrators and Bilingual Teachers **Title I:** 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Students will engage in Summit K-12 with fidelity to strengthen their reading, writing, listening, and speaking skills in English.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: As students grow in TELPAS reading proficiency, they'll be better able to decode and comprehend STAAR passages. **Staff Responsible for Monitoring:** Administrators and Bilingual Teachers **Title I:** 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				

No Progress   Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 3: By May 2026 5th Grade Science STAAR meets scores will increase from 11% to 21%, Masters will increase from 2% to 12%.

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

Evaluation Data Sources: Lessons plans
PLCs (Planning and Data-Driven Instruction)
On-going coaching for all staff
Walkthroughs and feedback

Strategy 1 Details	Reviews			
Strategy 1: Teachers will spiral review 3rd-4th grade readiness standards and provide targeted small-group interventions to increase the percentage of students achieving Meets and Master's on the Science STAAR.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Students will demonstrate stronger content mastery, scientific reasoning, and academic vocabulary in both oral and written responses. They will apply learning through labs, data analysis, and STAAR-aligned practice. **Staff Responsible for Monitoring:** Campus Administrators and teachers **Title I:** 2.51, 2.534 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Achievement 1				

Strategy 2 Details	Reviews			
Strategy 2: Implement weekly hands-on labs/experiments to build conceptual understanding.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will use academic vocabulary more accurately in oral explanations and written lab reports.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Administrators, teachers **Title I:** 2.51, 2.534 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Achievement 1				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: In 24-25 only 3% of 5th grade met the Science STAAR Assessment.   **Root Cause**: There was an inconsistent use of hands-on labs, experiments, and inquiry-based learning that Science STAAR requires. There was a limited coaching time, PLC discussions, and walkthroughs focused on science instruction.

Student Achievement
Problem Statement 1: In 24-25, only 11% of students were on grade level in science.   **Root Cause**: Inconsistent use of hands-on labs, experiments, and inquiry-based learning that Science STAAR requires.

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 3rd Grade Reading STAAR Meets scores will increase from 25% to 35%, Masters scores will increase from 14% to 20%.

Indicators of Success:
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: iReady Data
Checkpoint assessment data
BOY, MOY, EOY, MAP data
Walk-through and Feedback
PLCs (Planning and Data-Driven Instruction)

Strategy 1 Details	Reviews			
Strategy 1: Teachers will track 3rd grade student scores by comparing them to their 2nd grade scores as a baseline to ensure students are making progress.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will be able to determine which students need intervention. **Staff Responsible for Monitoring:** Multi-classroom Leaders Teachers Administrators **Title I:** 2.51, 2.534 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction **Funding Sources:** - Title One School- Improvement - $30,000				

Strategy 2 Details	Reviews			
Strategy 2: Tutoring will be provided during and/or after school.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The percentage of 3rd grade students reading at or above grade level will improve.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Multi-classroom Leaders Classroom teachers Campus administrators **Title I:** 2.51, 2.534 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - Title One School-wide - $30,000				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✗ Discontinue

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, 3rd Grade Reading MAP scores will have 50% of their students in each classroom meeting or exceeding their growth goals.

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: MAP, BOY, MOY and EOY scores

Strategy 1 Details	Reviews			
Strategy 1: Implement data-driven guided reading and small-group instruction in every 3rd grade classroom,	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased number of students showing progress in MAP mid-year and end-of-year assessments.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Administrators and Teachers **Title I:** 2.51, 2.534 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Provide intervention/enrichment time for struggling readers and advanced students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Both group of students will be able to improve their scores.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Administrators and Teachers **Title I:** 2.51, 2.534 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Curriculum, Instruction, and Assessment 1				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: In 24-25, only 19 percent of all 3rd through 5th grade students were reading at grade level.   **Root Cause**: Teachers need more professional development with teaching the RACE and RACER strategies to help students understand how to answer and write their Constructed Responses when answering their STAAR writing prompts.

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: By May 2026, 4th grade students will achieve a monthly average attendance rate of at least 95% through targeted attendance incentives, consistent communication with families, and early intervention for chronic absences.

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: Weekly attendance reports.
Number of contacts made to parents

Strategy 1 Details	Reviews			
Strategy 1: Track classroom attendance publicly with charts or bulletin boards to build competition and motivation.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be motivated to come to school so they can win the competition. **Staff Responsible for Monitoring:** Administrators and teachers. **Title I:** 2.51, 2.534 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **Targeted Support Strategy**	**Oct**	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: Send monthly attendance updates to parents, highlighting how attendance impacts academics.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Early identification and targeted family support will reduce chronic absenteeism, ensuring more instructional time for students who typically fall behind. **Staff Responsible for Monitoring:** Attendance clerk, administrators, and teachers. **Title I:** 2.51, 2.534 - **TEA Priorities:** Connect high school to career and college - **Targeted Support Strategy**	**Oct**	**Jan**	**Mar**	**May**

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

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 67% to 75 %.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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: BOY and EOY Panorama Data

Strategy 1 Details	Reviews			
Strategy 1: When answering questions, students will stand up and answer in complete sentences.	**Formative**			**Summative**
Strategy's Expected Result/Impact: This will help the student answer questions with confidence and help them with public speaking. It also helps them write in complete sentences when composing their answer for the constructive writing portion of the STAAR assessment. **Staff Responsible for Monitoring:** Administrators and teachers. **Title I:** 2.51, 2.534 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**	**Oct**	**Jan**	**Mar**	**May**
Strategy 2 Details	Reviews			
Strategy 2: Students will practice accountable talk when they agree or disagree with a peer.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will learn to justify their reasoning with evidence from text, data, or content knowledge. **Staff Responsible for Monitoring:** Administrators and teachers **Title I:** 2.51, 2.534 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy**	**Oct**	**Jan**	**Mar**	**May**

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2026 TELPAS Speaking in 5th grade advance scores will increase from 26% to 36%, Advanced High will increase from 14% to 24%

Evaluation Data Sources: When answering questions students will answer using Academic Sentence Stems/Frames.
Use Summit K-12 with fidelity.
During the lesson, teachers give immediate corrections and model advanced sentence structures.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will embed structured speaking opportunities in every lesson using sentence stems and academic vocabulary.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Consistent speaking practice will help students move from Intermediate/ Advanced to Advanced High, improving TELPAS ratings. **Staff Responsible for Monitoring:** Administrators and teachers **Title I:** 2.51, 2.534 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will regularly assess student speaking using the TELPAS Proficiency Level Descriptors and provide immediate feedback.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Frequent feedback will accelerate growth in sentence complexity, vocabulary use, and elaboration. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.51, 2.534 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**				

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2026 4th Grade Math STAAR meets scores will increase from 28% to 33%, Masters will increase from 4% to 9% for sped students.

    Evaluation Data Sources: iReady
MAPS
Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: Special education and general education teachers will collaborate to provide data-driven small-group instruction focusing on priority TEKS.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: SPED students will strengthen foundational math fluency while building confidence with grade-level content.
     Staff Responsible for Monitoring: Sped teachers and general education teachers
 	
     Title I:
 2.51, 2.534
  - 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
  - Targeted Support Strategy				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will embed opportunities for SPED students to justify answers, explain multiple solution paths, and apply reasoning beyond computation.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Increased exposure to rigorous problem-solving will build stamina and confidence for STAAR.
     Staff Responsible for Monitoring: Administrators and teachers
 	
     Title I:
 2.51, 2.534
  - TEA Priorities:
 Build a foundation of reading and math, Improve low-performing schools
  - ESF Levers:
 Lever 5: Effective Instruction
  - Targeted Support Strategy				

No Progress   Accomplished   →Continue/Modify   ✕ Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2026, the percentage of students participating in the Longhorn Leaders program will increase from 17% to 25% through targeted recruitment, family engagement, and leadership development opportunities.

   Evaluation Data Sources: number of students that are Longhorn Leaders

Strategy 1 Details	Reviews			
Strategy 1: Teachers and administrators will identify and encourage students who demonstrate potential leadership qualities to apply for Longhorn Leaders.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Participation will rise steadily as more students are intentionally invited and recruited. **Staff Responsible for Monitoring:** Administrators, counselor, and teachers. **Title I:** 2.51, 2.534 - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy**				
Strategy 2 Details	Reviews			
Strategy 2: Implement recognition systems for Longhorn Leaders through certificates, bulletin board spotlight, special events, and end-of-year celebration.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Improved student connectedness and school culture, as peers see leadership as something valued and celebrated. **Staff Responsible for Monitoring:** Aides, counselor, and administrators **Title I:** 2.51, 2.534 - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy**				

⚪ No Progress   🟢 Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2026, the percentage of classrooms consistently implementing Self-Well Being practices with fidelity will increase from 90% to 95%, as measured by administrative walkthroughs.

Evaluation Data Sources: Self-Well Being checklist
Panorama Survey

Strategy 1 Details		**Reviews**			
Strategy 1: Campus leaders will conduct regular classroom walkthroughs using a Self-Well Being implementation checklist to ensure practices are in place with fidelity.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will receive timely, actionable feedback to strengthen instructional consistency. **Staff Responsible for Monitoring:** Counselor and administrators **Title I:** 2.51, 2.534 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy**					
Strategy 2 Details		**Reviews**			
Strategy 2: Teachers who struggle in implementing Self-Well Being lessons, will be paired with peers or instructional coaches for additional support.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will build deeper capacity and confidence in implementing Self-Well Being practices. **Staff Responsible for Monitoring:** Counselor, administrators, and instructional coach **Title I:** 2.51, 2.534 - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy**					

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue