

Jarrell Independent School District

Double Creek Elementary

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

The Jarrell Community

Empowers future-ready citizens, provides opportunities, inspires excellence, and cultivates innovation for all.

Vision

Jarrell ISD

For the benefit of our students, we are one community

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Goals

Goal 1: Double Creek Elementary (DCES) will empower every student to share ownership in their learning to achieve success and reach their full potential.

Performance Objective 1: DCES will employ direct student support systems to increase achievement so all students will be on or above in reading, math, and science by June 2026.

HB3 Goal

Evaluation Data Sources: STAAR Interims, previous STAAR data, universal screeners, progress growth measures

Strategy 1 Details	Reviews			
Strategy 1: Utilize High Quality Instructional Materials (HQIM) and the approved Cougar Curriculum with fidelity. Strategy's Expected Result/Impact: 80% of students will be on or above grade level by May 2026. Staff Responsible for Monitoring: Classroom Teachers, Interventionists, Special Education Teachers, Campus Administrators, MTSS Committee, LPAC representatives Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Provide rigorous interventions to include just-in-time formative assessments: a protected intervention time to support reading and math interventions Strategy's Expected Result/Impact: Improve math, reading, and science scores to reach grade level. Improve reading, comprehension, and writing skills to achieve grade-level proficiency. Staff Responsible for Monitoring: Administration, Instructional Coach, Interventionists, Special Education teachers, and grade level leaders. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: DCES will utilize a system to identify students in need through Multi-Tiered Support Systems (MTSS), Individualized Educational Plans (IEP), and Language Proficiency Assessment Committees (LPAC). Strategy's Expected Result/Impact: Improve math and science scores to reach grade level. Increase reading, comprehension, and writing to reach grade level. Staff Responsible for Monitoring: Administration, special education staff, LPAC lead teacher TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Goal 1: Double Creek Elementary (DCES) will empower every student to share ownership in their learning to achieve success and reach their full potential.

Performance Objective 2: DCES will employ teacher support systems to increase achievement so all students will be on or above in reading, math, and science by June 2026.

HB3 Goal

Evaluation Data Sources: STAAR Interims, previous STAAR data, universal screeners, progress growth measures

Strategy 1 Details		Reviews			
Strategy 1: Maintain a mentor system for teachers new to Jarrell ISD and new to the profession by utilizing quality teachers and staff within the school to improve understanding of student needs, goal setting, planning, and instruction. DCES will work with alternative certification specialists with their candidates. Strategy's Expected Result/Impact: Improve math and science scores to reach grade level. Increase reading, comprehension, and writing to reach grade level. Staff Responsible for Monitoring: Administration, instructional coach, grade level team leads, mentor teachers, interventionists TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Utilize an instructional coach to support teachers with intervention strategies, professional development on high-quality instructional materials (HQIM), planning, data analysis, and goal setting. Strategy's Expected Result/Impact: Improve math and science scores to reach grade level. Increase reading, comprehension, and writing to reach grade level. Staff Responsible for Monitoring: Administration, instructional coach TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction		Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Maintain a regular Professional Learning community at each grade level, with departments, and administration. Strategy's Expected Result/Impact: Improve math and science scores to reach grade level. Increase reading, comprehension, and writing to reach grade level. Staff Responsible for Monitoring: Administration, instructional coach, grade level team leads, mentor teachers, interventionists TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: Provide targeted professional development through preservice training, embedded school-long professional development, off-site professional development, and on-site professional development. Strategy's Expected Result/Impact: Improve math and science scores to reach grade level. Improve reading, comprehension, and writing skills to achieve grade-level proficiency. Staff Responsible for Monitoring: Administration, instructional coach, grade level team leads, mentor teachers, and interventionists. The Effective Schools Framework 5.1 success criteria will be used to evaluate the success of the professional development. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Goal 1: Double Creek Elementary (DCES) will empower every student to share ownership in their learning to achieve success and reach their full potential.

Performance Objective 3: Double Creek Elementary will strategize a master schedule to increase instructional time on task and prioritize low levels of performance to increase student achievement in reading, math, and science.

HB3 Goal

Evaluation Data Sources: Improve math and science scores to reach grade level. Increase reading, comprehension, and writing to reach grade level.

Strategy 1 Details	Reviews			
Strategy 1: Target increased achievement in reading, science, and math by maintaining a departmentalized structure in 3-5. Strategy's Expected Result/Impact: Improve math and science scores to reach grade level. Increase reading, comprehension, and writing to reach grade level. Staff Responsible for Monitoring: Administration, instructional coach, grade level team leads, mentor teachers, interventionists TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Provide dual language support for emergent bilingual students through a language and content allocation plan (LCAP) in every grade level. Strategy's Expected Result/Impact: Students will increase their biliteracy skills at each grade level. Staff Responsible for Monitoring: Administration, instructional coach, grade level team leads, mentor teachers, interventionists. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Maintain a master schedule to provide protected and exclusive intervention times to maximize support from teachers for special needs (gifted and talented, interventionists, and special education). Strategy's Expected Result/Impact: Teachers will be able to meet the needs of all students and provide differentiated instruction daily. Staff Responsible for Monitoring: Administration, instructional coach, grade level team leads, mentor teachers, interventionists TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
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Goal 2: Double Creek Elementary will retain quality staff and foster purposeful recruiting.

Performance Objective 1: Recruit highly qualified staff.

Strategy 1 Details	Reviews			
Strategy 1: Attend job fairs. Strategy's Expected Result/Impact: Recruit highly qualified staff. Staff Responsible for Monitoring: Administration, Instructional Coach TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Recruit staff from local colleges and universities, as well as alternative certification programs. Strategy's Expected Result/Impact: Recruit highly qualified staff or staff qualified for internship. Staff Responsible for Monitoring: Administration, instructional coach TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Use social media and word of mouth to attract potential candidates. Strategy's Expected Result/Impact: Recruit highly qualified staff. Staff Responsible for Monitoring: Administration, instructional coach TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
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Goal 2: Double Creek Elementary will retain quality staff and foster purposeful recruiting.

Performance Objective 2: Retain highly qualified staff and teachers.

Evaluation Data Sources: Campus teacher and staff retention rates.

Strategy 1 Details	Reviews			
Strategy 1: Acknowledge, recognize and celebrate successes. Strategy's Expected Result/Impact: Retain highly qualified staff and teachers. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Support professional growth. Provide opportunities for staff members to develop leadership skills through structured collaboration with campus and district administration. Strategy's Expected Result/Impact: Retain highly qualified staff and teachers. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Provide a positive and safe culture among staff and teachers. Strategy's Expected Result/Impact: Retain highly qualified staff and teachers. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: Offer meaningful, engaging, and applicable professional development. Strategy's Expected Result/Impact: Retain highly qualified staff and teachers. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
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Strategy 5 Details	Reviews			
Strategy 5: Utilize a mentor/buddy system for teachers and staff new to Jarrell ISD and new to the teaching profession. Strategy's Expected Result/Impact: Retain highly qualified staff and teachers. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
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Strategy 6 Details	Reviews			
Strategy 6: Provide opportunities for staff members to voice concerns and have them validated by administration. Strategy's Expected Result/Impact: Recruit highly qualified staff. Staff Responsible for Monitoring: Administration, instructional coach TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
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Goal 3: Double Creek Elementary will promote a culture that is safe, respectful and responsible.

Performance Objective 1: DCES will create and maintain a culture and climate that embraces staff and student growth and well-being.

Evaluation Data Sources: Culture and climate surveys, reduced absenteeism by staff

Strategy 1 Details	Reviews			
Strategy 1: Provide constructive feedback and dialogue to staff through various formal and informal means, including Action Coaching. Strategy's Expected Result/Impact: Increase job satisfaction and interpersonal relationships. Staff Responsible for Monitoring: Administrators, counselors, instructional coach, Communities in Schools (CIS) representative TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Continue book study with administration and grade level leaders with Making Work Human. Strategy's Expected Result/Impact: Increase job satisfaction and interpersonal relationships. Staff Responsible for Monitoring: Administrators, counselors, instructional coach, Communities in Schools (CIS) representative TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Celebrate personal and professional success with staff members through personal and public recognition. Strategy's Expected Result/Impact: Increase job satisfaction and interpersonal relationships. Staff Responsible for Monitoring: Administrators, counselors, instructional coach, Communities in Schools (CIS) representative TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: Dedicate assistant principals divided by alternate grade levels to gain and maintain student and staff relationships and confidence levels. Strategy's Expected Result/Impact: Increase job satisfaction and interpersonal relationships. Staff Responsible for Monitoring: Administrators, counselors, instructional coach, Communities in Schools (CIS) representative TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
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Goal 3: Double Creek Elementary will promote a culture that is safe, respectful and responsible.

Performance Objective 2: By the end of December 2025, Double Creek Elementary will maintain and develop systems for communication with all stakeholders to develop positive relationships, culture, and climate.

Evaluation Data Sources: Attendance in PTO, sign in sheets for parent events, likes/follows on social media, website visit counts

Strategy 1 Details	Reviews			
Strategy 1: Conduct parent events, including meet the teacher, open house, literacy nights, math nights, STEM nights, Trunk or Treat, family fitness nights, Christmas programs, spring carnival, marking period award assemblies, Thanksgiving and Christmas dinners, and book fair. Strategy's Expected Result/Impact: Increased participation, awareness, and connections with community. Staff Responsible for Monitoring: Admin, librarian, instruction coach, grade level team leaders, event chairs 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: Communicate and receive input from parents through various outlets including social media, district communication applications, and a parent-teacher organization. Strategy's Expected Result/Impact: Increased participation, awareness, and connections with community. Staff Responsible for Monitoring: Admin, librarian, classroom teachers 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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 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Double Creek Elementary will work to unify school and community by overcoming obstacles and working collaboratively to optimize partnerships.

Performance Objective 1: Provide networking opportunities for businesses, organizations, and citizens that promote cohesion of resources.

Strategy 1 Details	Reviews			
Strategy 1: Continue relationships with military-connected families by obtaining Purple Star Designation for each campus in the District. Strategy's Expected Result/Impact: Provide communication and resources for military-connected families. Staff Responsible for Monitoring: Administration, counselor TEA Priorities: Connect high school to career and college	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Continue and expand the relationship with Fort Hood's Adopt A School unit, and civic organizations such as Mad Hatters, Kiwanis, and the Rotary Club. Strategy's Expected Result/Impact: Provide communication and resources for military-connected families. Staff Responsible for Monitoring: Administrator and counselor	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: By the end of the 2024-2025 school year, student attendance will maintain or exceed an average of 96%.

Performance Objective 1: By the end of the 2024-2025 school year, student attendance will maintain or exceed an average of 96%.

Evaluation Data Sources: Attendance Reports from Ascender and campus-generated data

Strategy 1 Details	Reviews			
Strategy 1: Communicate importance of attendance for learning through newsletters, calls home, teacher communication (ParentSquare), social media and website, and campus event meetings. Strategy's Expected Result/Impact: Maintain an average attendance rate of 96% or better. Staff Responsible for Monitoring: Attendance Clerk, Administration, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Monitor weekly attendance through reports and take action on frequent absentees through calls home, attendance letters, and truancy procedures. Strategy's Expected Result/Impact: Maintain an average attendance rate of 96% or better. Staff Responsible for Monitoring: Attendance Clerk, Administration, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Incentivize high attendance rates through monthly grade-level rewards and recognition during quarterly award assemblies. Strategy's Expected Result/Impact: Maintain an average attendance rate of 96% or better. Staff Responsible for Monitoring: Administration, attendance clerk, teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: Create a visual representation of attendance rates for teachers, staff, and students in the cafeteria including monthly reward challenge. Strategy's Expected Result/Impact: Maintain an average attendance rate of 96% or better. Staff Responsible for Monitoring: Administration, attendance clerk, teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
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