

Agenda of Board Workshop Meeting

The Board of Trustees Ector County Independent School District

A Board Workshop Meeting of the Board of Trustees of Ector County Independent School District will be held September 9, 2025, beginning at 6:00 PM.

The subjects to be discussed or considered are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

1. Call to Order - Roll Call
2. Verification of Compliance with Open Meeting Law - this is to certify that the provisions of Section 551.001 of the Texas Government code have been met in connection with public notice of this meeting.
3. Opening Remarks by Superintendent
4. Public Comment
5. Report/Discussion Items
 - A. Discussion of the 2025-2026 ECISD Campus Improvement Plans 2
 - B. Discussion of Sunset Youth Golf Center 1157
 - C. Discussion of Strategic Plan 1158
6. Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District, or hear a complaint or charge against an officer or employee.]
Consultations with Attorney - Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]
7. Closing Remarks by Superintendent
8. Adjournment



DISCUSSION OF THE 2025-2026 ECISD CAMPUS IMPROVEMENT PLANS

Presentation and discussion of the 2025-2026 Campus Improvement Plans (CIP) led by Executive Director of Leadership Julia Marshall. The process of CIP development will be explained and principals will share goals and strategies within their schools' CIPs. Each campus, regardless of rating, is required to build a Campus Improvement Plan annually. This plan serves as the blueprint for how each school will uniquely address the campus-specific needs identified in their Comprehensive Needs Assessment (CAN).

ECISD Campus Improvement Plans 2025-2026

Ector County Independent School District

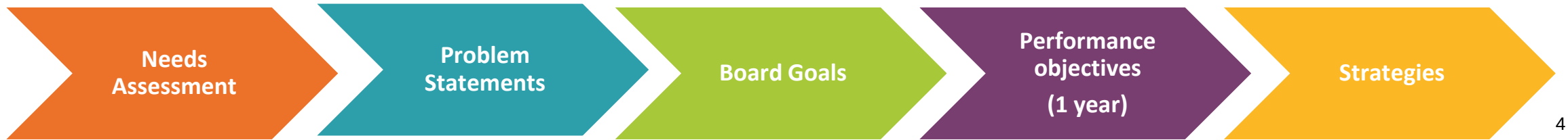
Blanton Elementary

2025-2026 Campus Improvement Plan



September 9, 2025

Campus Improvement Planning Process

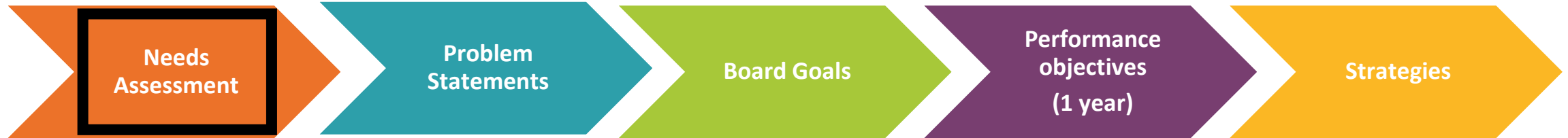


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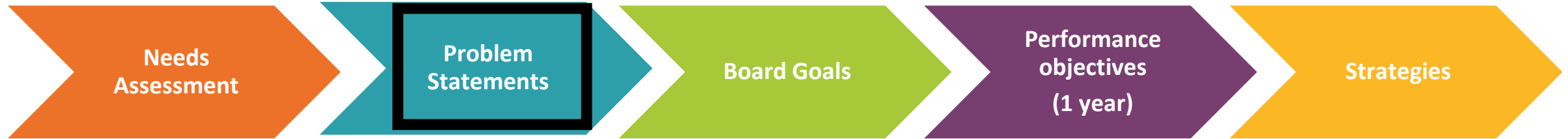
Campus Improvement Plans



- ❖ Graduation Rates
- ❖ Promotion/retention rates
- ❖ SAT/ACT data
- ❖ Mobility rates
- ❖ STAAR data
- ❖ MAP data
- ❖ Discipline referrals

- ❖ Teacher Retention
- ❖ CCMR
- ❖ Expulsion/Suspension records
- ❖ Panorama Survey
- ❖ Attendance Rates
- ❖ IReady data
- ❖ TELPAS data

Campus Improvement Plans

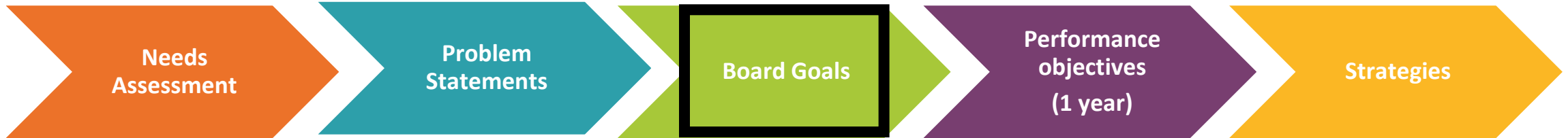


Campus Example

Problem Statement: Special Education students, in both reading and math, scored significantly lower than their peers on the STAAR test, with less than 30% meeting grade level.

Root Cause: Tier I instruction is not sufficiently differentiated, and inclusion supports vary in quality across classrooms.

Campus Improvement Plans



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.

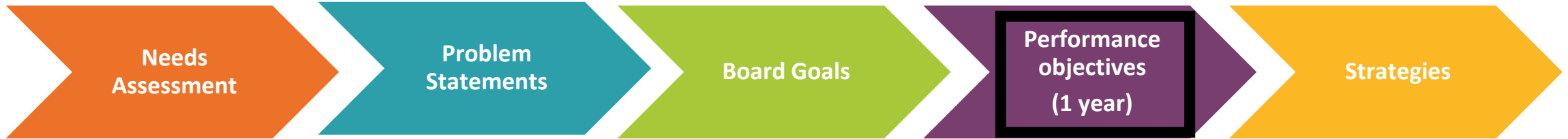
Board Goal 2: The percentage of 3rd-grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Board Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 88% to 91% by May 2029.

Board Goal 4: Classroom Excellence

Board Goal 5: Culture of Excellence

Campus Improvement Plans



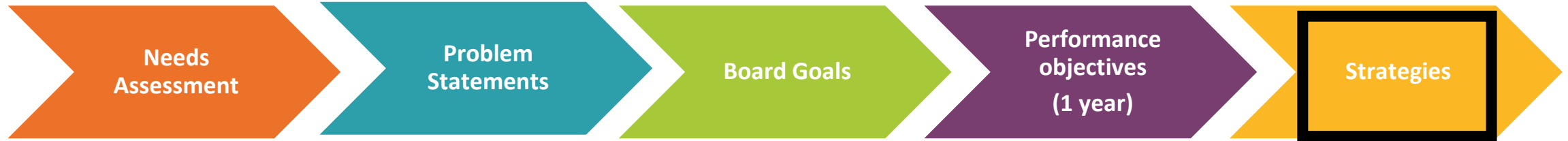
Campus Example

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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: By May 2026, the percentage of 3rd-5th-grade students performing at Meets on the Math STAAR will increase from 30% (2025) to 38% (2026).

Campus Improvement Plans



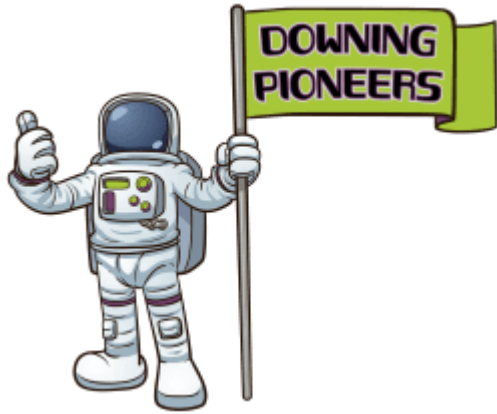
Campus Example

Strategy 1: Reteach lessons on low-scoring TEKS from the district checkpoints will be scripted and rehearsed during PLCs. MCLs and/or leadership will follow up to observe the reteach lessons.

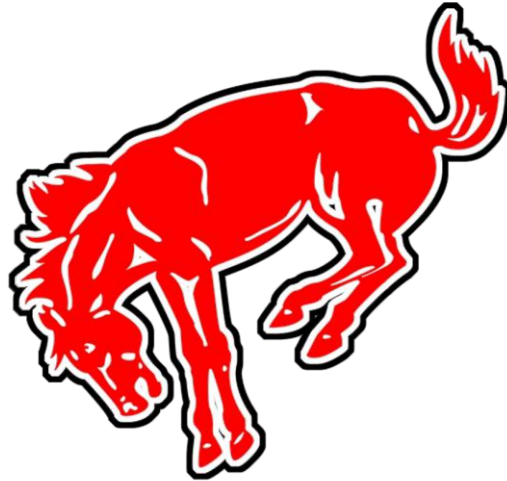
Strategy 2: Differentiated weekly instruction through i-Ready Math (3-5) and My Math Academy (K-2). Students will complete a minimum of two lessons per week. Teachers and students will track the number of lessons completed each week.

Strategy 3: Implement twice-weekly math spirals and "Math Talks" focusing on problem-solving, computational fluency, and algebraic reasoning in grades 3-5 on Tuesdays and Thursdays.

Campus Improvement Plans



Jennie Chavez
E.K. Downing



Hector Limon
Odessa High School

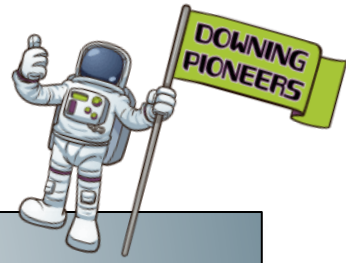


Dr. Zenovia Crier
LBJ Elementary



Kamye Smith
Bonham Middle School

E.K. Downing Elementary School



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

The percentage of 3rd grade students performing at the MEETS level on their Reading STAAR Assessment will increase from 22% to 37%.¹¹

Strategies

- Teachers will track 3rd grade student scores by using 2nd grade MAP data as a baseline to ensure students are making progress.
- Tutoring will be provided during and/or after school.
- The Bilingual and Reading Specialists will be providing support to teachers and providing small group instruction to students who have been identified as needing additional support.

Odessa High School



Board Goal 3

The percentage of high school graduates considered College, Career, or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective

By May of 2026, Odessa HS graduates considered College, Career or¹² Military Ready (CCMR) will improve from 87% to 92%.

Strategies

- 1. Through the “Aspiration to Expectation” initiative, 80% of all students at Odessa HS will be classified as AP/CTE/DC/IB/AVID by Spring of 2026.**
- 2. The Odessa HS CCMR Task Force will collaborate to mitigate, prepare and respond to student needs in achieving the targeted College, Career & Military achievement rate.**

LBJ Elementary School



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

By May 2026, 3rd Grade students will increase Meets from 41% to 46%, 4th Grade will increase Meets from 39% to 44%, and 5th Grade will increase Meets from 64% to 69% as evidence by STAAR Reading. ¹³

Strategies

- During small group instruction, all students will engage in text that is 0.5 to 1.0 year above their diagnostic reading placement to promote academic rigor, build reading stamina, and accelerate growth toward grade level proficiency. WICOR strategies will be used for all text.
- All students in K-5 will engage in daily writing tasks. Bi-monthly writing samples will be collected from each grade level and subject area to monitor student progress and inform instruction. A committee will review and provide campus wide feedback.
- Students performing below grade level will engaged in Mindplay, a synthetic learning coach, for 20 minutes per day during Knights of the Round Table.

Bonham Middle School



Board Goal 4

Classroom Excellence

Performance Objective

By May 2026, the campus will implement an instructional approach to behavioral strategies for all students by explicitly teaching, modeling, and reinforcing core behavioral expectations in 100% of classrooms and across all common areas, including restrooms.

Strategies

- 1. Implement and reinforce a common language for behavioral expectations across all classrooms through professional development and modeling, with ongoing coaching support provided by Emergent Tree consultants.**
- 2. All classrooms will teach structured social, emotional, learning lessons, through the iLead program during 2nd period to build students' social-emotional skills and develop a shared campus language around supporting the whole child.**

Next Steps

- ☐ Board approval
- ☐ Online posting
- ☐ Implementation
- ☐ Formative reviews

Questions



Ector County Independent School District

Austin Montessori Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



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Board Goals

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

Performance Objective 1: By May of 2026, the % of students performing at MEETS level on 3rd-6th Math STAAR will increase from 35% to 38%.

Indicators of Success:

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%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Checkpoints, iReady Diagnostics, MAP, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Implementing the districts PLC procedures focusing on DuFour's 4 questions and PLC Framework while using the 6-step data protocol.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will conference with students to assess and adjust teaching strategies based on student assessment data and observations while students track skill progress and set achievement goals with teacher support.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will raise the level of rigor and hold all students to high expectations. This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our Special Education population. The data that will be reviewed and monitored includes STAAR, MAP, iReady Diagnostics, and Checkpoints as identified through a campus needs assessment. The data will be monitored according to the assessments administration schedule with milestones and timelines established to track progress. The educational stakeholders responsible for monitoring the data include campus leadership team, Montessori Specialist, Special Education Teacher, Special Education Instructional Facilitator and General Education Teachers. The educational interventions that will be implemented include targeted small-group instruction, professional development sessions, or curriculum adjustments. If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Grade levels will utilize Montessori materials and district resources consistently within instructional tiers.	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: By May of 2026, the % of students performing at the MEETS level on 3rd-6th Reading STAAR will increase from 52% to 55%

Strategy 1 Details	Reviews			
Strategy 1: Implementing the districts PLC procedures focusing on DuFour's 4 questions and PLC Framework while using the 6-step data protocol.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 11% to 15%.

Strategy 1 Details	Reviews			
Strategy 1: Implementing the districts PLC procedures focusing on DuFour's 4 questions and PLC Framework while using the 6-step data protocol.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will conference with students to assess and adjust teaching strategies based on student assessment data and observations while students track skill progress and set achievement goals with teacher support.	Formative			Summative
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				22
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 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 1: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 69% to 74%

Strategy 1 Details	Reviews			
Strategy 1: Implementing the districts PLC procedures focusing on DuFour's 4 questions and PLC Framework while using the 6-step data protocol.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will conference with students to assess and adjust teaching strategies based on student assessment data and observations while students track skill progress and set achievement goals with teacher support.	Formative			Summative
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	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Grade levels will utilize Montessori materials and district resources consistently within instructional tiers.	Formative			Summative
	Oct	Jan	Mar	May
 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: The % K-3 students will show growth from 55% to 58% on their READING MAP ASSESSMENT.

Strategy 1 Details	Reviews			
Strategy 1: Implementing the districts PLC procedures focusing on DuFour's 4 questions and PLC Framework while using the 6-step data protocol.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will conference with students to assess and adjust teaching strategies based on student assessment data and observations while students track skill progress and set achievement goals with teacher support.	Formative			Summative
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	Oct	Jan	Mar	May
 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 3: The % of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 51% to 54%.

Strategy 1 Details	Reviews			
Strategy 1: Implementing the districts PLC procedures focusing on DuFour's 4 questions and PLC Framework while using the 6-step data protocol.	Formative			Summative
	Oct	Jan	Mar	May
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	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 1: School Connectedness panorama data will increase from 67% to 70%.

Strategy 1 Details	Reviews			
Strategy 1: Austin Montessori will implement "The Eagle of the Month" to highlight students.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Austin Montessori will continue utilizing the Montessori Peace curriculum, Grace and Courtesy lessons, Conscious Discipline, and iLead.	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue 26				

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

Performance Objective 2: Student daily attendance will maintain at 95%.

Strategy 1 Details		Reviews			
Strategy 1: Austin Montessori will uphold Choice Schools Parent Contract expectations in regards to attendance.		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Austin Montessori will implement student incentives such as Jean Day Fridays based on weekly classroom attendance percentages.		Formative			Summative
		Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue 27					

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

Performance Objective 3: Exclusionary disciplinary infractions will maintain.

Strategy 1 Details		Reviews			
Strategy 1: Austin Montessori will continue utilizing the Montessori Peace curriculum, Grace and Courtesy lessons, Conscious Discipline, and iLead.		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Austin Montessori will implement "The Eagle of the Month" to highlight students.		Formative			Summative
		Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue 28					

Board Goal 4: Classroom Excellence

Performance Objective 1: Austin Montessori will improve the implementation of TEKS-based, rigorous, and relevant curriculum supported by high-quality instructional strategies to 80% for all subjects district-wide by May 2026.

Strategy 1 Details	Reviews			
Strategy 1: Implementing the districts PLC procedures focusing on DuFour's 4 questions and PLC Framework while using the 6-step data protocol.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Austin Montessori will use a correlation of the TEKS and Montessori materials.	Formative			Summative
	Oct	Jan	Mar	May
29				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 2: Student daily attendance will maintain at 95%.

Strategy 1 Details	Reviews			
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Strategy 2: Austin Montessori will implement student incentives such as Jean Day Fridays based on weekly classroom attendance percentages.	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue 30				

Board Goal 5: Culture of Excellence

Performance Objective 1: Austin Montessori will implement a school-wide system that promotes a culture of academic and personal excellence through rigorous instruction, student engagement, and high expectations across all subjects Pre-K-6th.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will deliver effective, rigorous, Tier One instruction by planning rigorous, standards-aligned lessons that engage all learners.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive ongoing professional development and instructional coaching that will support them in using high-impact strategies.	Formative			Summative
	Oct	Jan	Mar	May
31				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 2: Increase campus wide sense of belonging from 61% to 65% by the end of May 2026.

Strategy 1 Details		Reviews			
Strategy 1: Implement "Montessori Buddies" campus wide. Adult partners supporting and checking in on each other.		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Community recognition activities.		Formative			Summative
		Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue 32					

Ector County Independent School District

Barbara Jordan Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



Mission Statement

We believe that all students have a responsibility to behave in an appropriate manner that allows teachers to teach, students to learn, and does not violate the best interest of any individual in the school community.

Vision

Together we learn, together we grow, together we succeed.

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Board Goals

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

Performance Objective 1: By May of 2026, the percentage of students performing at the MEETS level on 3rd Math STAAR will increase from 29% to 40%.

Indicators of Success:

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

Evaluation Data Sources: STAAR Math

Strategy 1 Details	Reviews			
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints. MAP growth from BoY to EoY Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative ³⁶
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction. Strategy's Expected Result/Impact: Increased student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resulting in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Instructional Coach - Title One School-wide - \$75,000	Formative			Summative
	Oct	Jan	Mar	May
				37
Strategy 3 Details	Reviews			
Strategy 3: Develop and implement an after-school tutoring program that provides targeted math instruction aligned to prioritized TEKS to accelerate student progress toward the MEETS level. Strategy's Expected Result/Impact: Increased proficiency and growth scores in MAP Testing Increased proficiency scores in STAAR Testing Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2 Funding Sources: Tutoring Program - Title One School-wide - \$3,500	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Math performance in Grades 4 and 5 remains below expectations. In Grade 4, only 26% of students met STAAR standards, with 14% mastering content. Grade 5 showed minimal improvement, with just 29% meeting expectations and 9% 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.

Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction. **Root Cause:** Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.

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

Performance Objective 2: By May of 2026, the percentage of students performing at the MEETS level on 4th Math STAAR will increase from 28% to 40%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%

Evaluation Data Sources: STAAR Math results

Strategy 1 Details		Reviews			
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2		Formative			Summative
		Oct	Jan	Mar	May
					39

Strategy 2 Details	Reviews			
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction. Strategy's Expected Result/Impact: Increased student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resulting in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
				40
Strategy 3 Details	Reviews			
Strategy 3: Develop and implement an after-school tutoring program that provides targeted math instruction aligned to prioritized TEKS to accelerate student progress toward the MEETS level. Strategy's Expected Result/Impact: Increased proficiency and growth scores in MAP Testing Increased proficiency scores in STAAR Testing Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Math performance in Grades 4 and 5 remains below expectations. In Grade 4, only 26% of students met STAAR standards, with 14% mastering content. Grade 5 showed minimal improvement, with just 29% meeting expectations and 9% 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. Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction. Root Cause: Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.

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 students performing at the MEETS level on 5th Math STAAR will increase from 28% to 40%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 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 math test

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2				42

Strategy 2 Details	Reviews			
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction. Strategy's Expected Result/Impact: Increased student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resulting in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				43
Strategy 3 Details	Reviews			
Strategy 3: Develop and implement an after-school tutoring program that provides targeted math instruction aligned to prioritized TEKS to accelerate student progress toward the MEETS level. Strategy's Expected Result/Impact: Increased proficiency and growth scores in MAP Testing Increased proficiency scores in STAAR Testing Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction. Root Cause: Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.

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 4: By May of 2026, the Percentage of students performing at the MEETS level on 3rd Reading STAAR will increase from 43% to 45%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: STAAR reading

Strategy 1 Details		Reviews			
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2		Formative			Summative
		Oct	Jan	Mar	May
					45

Strategy 2 Details	Reviews			
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction. Strategy's Expected Result/Impact: Increased student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resulting in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				46
Strategy 3 Details	Reviews			
Strategy 3: Develop and implement an after-school tutoring program that provides targeted math instruction aligned to prioritized TEKS to accelerate student progress toward the MEETS level. Strategy's Expected Result/Impact: Increased proficiency and growth scores in MAP Testing Increased proficiency scores in STAAR Testing Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction. Root Cause: Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.

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 5: By May of 2026, the percentage of students performing at the MEETS level on 4th Reading STAAR will increase from 45% to 50%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: STAAR reading

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2				48

Strategy 2 Details	Reviews			
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction. Strategy's Expected Result/Impact: Increased student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resulting in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				49
Strategy 3 Details	Reviews			
Strategy 3: Develop and implement an after-school tutoring program that provides targeted math instruction aligned to prioritized TEKS to accelerate student progress toward the MEETS level. Strategy's Expected Result/Impact: Increased proficiency and growth scores in MAP Testing Increased proficiency scores in STAAR Testing Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction. Root Cause: Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.

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 6: By May of 2026, the Percentage of students performing at the MEETS level on 5th Reading STAAR will increase from 43% to 50%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 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 reading

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2				51

Strategy 2 Details	Reviews			
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction. Strategy's Expected Result/Impact: Increased student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resulting in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				52
Strategy 3 Details	Reviews			
Strategy 3: Develop and implement an after-school tutoring program that provides targeted math instruction aligned to prioritized TEKS to accelerate student progress toward the MEETS level. Strategy's Expected Result/Impact: Increased proficiency and growth scores in MAP Testing Increased proficiency scores in STAAR Testing Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction. Root Cause: Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.

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 7: By May of 2026, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 13% to 25%.

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

Evaluation Data Sources: STAAR Science

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2				54

Strategy 2 Details	Reviews			
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction. Strategy's Expected Result/Impact: Increased student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resulting in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				55
Strategy 3 Details	Reviews			
Strategy 3: Develop and implement an after-school tutoring program that provides targeted math instruction aligned to prioritized TEKS to accelerate student progress toward the MEETS level. Strategy's Expected Result/Impact: Increased proficiency and growth scores in MAP Testing Increased proficiency scores in STAAR Testing Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 7 Problem Statements:

Student Achievement
Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction. Root Cause: Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.

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

Performance Objective 1: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 56% to 60% by May 2026.

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%

Evaluation Data Sources: MAP MOY and EOY

IReady Diagnostic Reports

Checkpoints

MOY Benchmark

Strategy 1 Details	Reviews			
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction. Strategy's Expected Result/Impact: Increased student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resulting in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
					58
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction. Root Cause: Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.

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 of 2026, the percentage of K-3 students will show growth from 63% to 65% on their READING MAP ASSESSMENT

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%

Evaluation Data Sources: MAP MOY and EOY

IReady Diagnostic Reports

Checkpoints

MOY Benchmark

Strategy 1 Details	Reviews			
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May
				59

Strategy 2 Details		Reviews			
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction. Strategy's Expected Result/Impact: Increased student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resulting in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
					60
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction. Root Cause: Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.

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

Performance Objective 3: The percentage of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 43% to 45%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: MAP MOY and EOY

IReady Diagnostic Reports
Checkpoints
MOY Benchmark

Strategy 1 Details	Reviews			
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction. Strategy's Expected Result/Impact: Increased student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resulting in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles Staff Responsible for Monitoring: Instructional Coach Assistant Principals Principal Title I: 2.51, 2.52, 2.53, 2.534 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction. Root Cause: Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.

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: Student daily attendance will increase from 94% to 95%.

Indicators of Success:

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

Evaluation Data Sources: Weekly Attendance Spreadsheet.

Strategy 1 Details	Reviews			
Strategy 1: Will send out monthly campus attendance updates to parents with research on good attendance. Strategy's Expected Result/Impact: Help educate parents on the importance of attendance and the impact on student achievement. Staff Responsible for Monitoring: Attendance Clerk Admin Team Title I: 2.51 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Conduct a weekly grade level attendance award and campus attendance champion. Strategy's Expected Result/Impact: Students will be motivated to come to school to win the classroom trophy Attendance will improve and stay above the 95% goal. Staff Responsible for Monitoring: Attendance Clerk Admin Team Title I: 2.51 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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No Progress



Accomplished



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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 48% to 60%.

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: Fall Panorama
Spring Panorama

Strategy 1 Details	Reviews			
Strategy 1: Utilize Paw Mart monthly for each grade level and run one event raffle for students to utilize there points earned through PBIS Rewards. Strategy's Expected Result/Impact: Office referrals will decrease as students learn postive behavior and are reinforced though a consistent reward program. Staff Responsible for Monitoring: Teachers Admin Counselors Title I: 2.53, 2.533 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teachers will use PBIS and MTSS to help identify and provide accurate interventions to help students stay engaged and reduce classroom disruptions. Strategy's Expected Result/Impact: Decrease in office referrals and classroom removals. Staff Responsible for Monitoring: Teachers Admin Counselors Title I: 2.53, 2.533 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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 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 3: Exclusionary disciplinary infractions will decrease from 20% to 10%.

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: Bi-Weekly Discipline Reports

Strategy 1 Details	Reviews			
Strategy 1: Utilize Paw Mart monthly for each grade level and run one event raffle for students to utilize there points earned through PBIS Rewards. Strategy's Expected Result/Impact: Office referrals will decrease as students learn postive behavior and are reinforced though a consistent reward program. Staff Responsible for Monitoring: Teachers Admin Counselors Title I: 2.53, 2.533 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teachers will use PBIS and MTSS to help identify and provide accurate interventions to help students stay engaged and reduce classroom disruptions. Strategy's Expected Result/Impact: Decrease in office referrals and classroom removals. Staff Responsible for Monitoring: Teachers Admin Counselors Title I: 2.53, 2.533 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



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Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: Achieve a 50% reduction in office discipline referrals (ODRs) by the end of the 2025-2026 academic year through the consistent application of Tier 1 PBIS strategies and the utilization of the PBIS Rewards system, including bi-monthly access to the PAW Mart school store.

Evaluation Data Sources: Bi-Weekly Discipline Report

Strategy 1 Details	Reviews			
Strategy 1: Utilize Paw Mart monthly for each grade level and run one event raffle for students to utilize there points earned through PBIS Rewards. Strategy's Expected Result/Impact: Office referals will decrease as students learn postive behavior and are reinforced though a consistent reward program. Staff Responsible for Monitoring: Teachers Admin Counselors Title I: 2.53, 2.533 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teachers will use PBIS and MTSS to help identify and provide accurate interventions to help students stay engaged and reduce classroom disruptions. Strategy's Expected Result/Impact: Decrease in office referals and classroom removals. Staff Responsible for Monitoring: Teachers Admin Counselors Title I: 2.53, 2.533 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



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Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: 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.

Evaluation Data Sources: Walkthroughs
Observations

Strategy 1 Details	Reviews			
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 Leads, Assistant Principal, Principal Title I: 2.51, 2.52, 2.53 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Professional Development - Title One School-wide - \$1,200	Formative			Summative
	Oct	Jan	Mar	May
				71

Strategy 2 Details	Reviews			
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 Leads, Assistant Principal, Principal Title I: 2.51, 2.52, 2.53 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Teacher Leads - Title One School-wide - \$17,500	Formative			Summative
	Oct	Jan	Mar	May
				72
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 1: School Connectedness panorama data will increase from 48% to 55%.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Pair at-risk students with a staff mentor for weekly check-ins, goal-setting, and encouragement. Strategy's Expected Result/Impact: Improved trust and consistent adult connections for students most at risk of disengagement. Staff Responsible for Monitoring: Admin Counselors ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The campus will implement a Jaguar of the Month program to intentionally recognize students for positive character, effort, and contributions to the school community. Strategy's Expected Result/Impact: By May, Panorama School Connectedness scores will increase from 48% to 55%. Students will report higher levels of feeling valued, seen, and connected to the school community. Families will express increased satisfaction with recognition opportunities. Staff Responsible for Monitoring: Counselors Teachers Admin ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2026, PTA membership will increase from 25 to 75 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
	Oct	Jan	Mar	May
				74
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
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 3: Student daily attendance will increase from 94% to 95%.

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

Evaluation Data Sources: Weekly Attendance Spreadsheet.

Strategy 1 Details	Reviews			
Strategy 1: Will send out monthly campus attendance updates to parents with research on good attendance. Strategy's Expected Result/Impact: Help educate parents on the importance of attendance and the impact on student achievement. Staff Responsible for Monitoring: Attendance Clerk Admin Team Title I: 2.51 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				75
Strategy 2 Details	Reviews			
Strategy 2: Conduct a weekly grade level attendance award and campus attendance champion. Strategy's Expected Result/Impact: Students will be motivated to come to school to win the classroom trophy Attendance will improve and stay above the 95% goal. Staff Responsible for Monitoring: Attendance Clerk Admin Team Title I: 2.51 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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No Progress Accomplished Continue/Modify Discontinue				

Ector County Independent School District

Blackshear Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



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Mission Statement

The Mission of Blackshear Elementary is to instill a GROWTH Mindset among all staff members and students, so that all students are encouraged and empowered to achieve their goals.

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Board Goals 4

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Board Goals

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

Performance Objective 1: By May of 2026, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 33 % to 38%.

Indicators of Success:

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

IReady Diagnostic Reports

Checkpoints

Read 180 and ST math for 1416 kids

79

Strategy 1 Details	Reviews			
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Internalizing lesson plans charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: IReady Diagnostics increasing from BOY to EOY Checkpoints Read 180 and ST math for 1416 kids MAP growth from BOY to MOY to EOY Staff Responsible for Monitoring: FTEs MCLs Principals Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: K-5 classroom teachers will target at risk populations and 3rd-5th will utilize Read 180 and ST math for 1416 kids, and targeted tutoring three time a week for 20 -30 minutes each session; Blended Learning in the beginning stages; IReady for 3rd-5th and Math Academy K-2 for 20 minutes three times a week and adhere to the ECISD MATH Framework. Strategy's Expected Result/Impact: MAP Growth BOY to MOY Checkpoints scoring at meets level Staff Responsible for Monitoring: FTEs MCLS Principals Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Leverage iPads connected to Promethean Boards to enhance instructional delivery through live modeling, interactive demonstrations, and guided practice. Teachers will use this technology to facilitate real-time discourse, model skills step-by-step, and promote student engagement in collaborative learning tasks. Action Steps: Strategy's Expected Result/Impact: Lesson plans including iPad modeling activities. Walkthrough/observation notes indicating use of iPads for skill modeling and student discussion. PLC minutes reflecting technology integration strategies. Increased student engagement during modeled lessons. Improved student discourse and ability to articulate skills/strategies. Positive teacher feedback on instructional clarity and student participation. Staff Responsible for Monitoring: MCLs 3rd-5th Teachers Leadership Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: ipads and stylus pen - Title One School-wide - \$12,500	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

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: 2. By May of 2026, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 30% to 35 %.

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%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: MAP MOY and EOY
Diagnostic IReady Reports
Checkpoints
Read 180 and ST math for 1416 kids

Strategy 1 Details	Reviews82			
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Internalize instructions), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Rigor in Lessons Growth in IReady and targeted tutoring reports for Reading Staff Responsible for Monitoring: MCLs Administrators Teachers Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: K-5 classroom teachers will target at risk populations utilizing Read 180 and ST math for 1416 kids, and targeted tutoring for K-3 three times a week for 20-30 minutes; Blended Learning is in second year implementation. Adhere to the ECISD ELAR Framework. Strategy's Expected Result/Impact: IReady lessons passed at 70% or higher (2-3 lessons a week) IReady monthly progress for Bilingual Students Checkpoint monitoring meets percentage Staff Responsible for Monitoring: FTEs MCLs Principals Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Title One Funds \$12,500 moved for technology and purchase - Title One School- Improvement - \$12,500	Formative			Summative
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				83
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 16% to 23 %.

Evaluation Data Sources: MAP MOY and EOY reports
SCA Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Internalizing instruction), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Checkpoints monitoring meets percentage Staff Responsible for Monitoring: MCLs Principals Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: 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: Student Achievement 1				84

Strategy 2 Details	Reviews			
Strategy 2: Science will be taught daily using district-approved resources in grades K-5 a minimum of 30 minutes per day. Strategy's Expected Result/Impact: Checkpoints monitoring the meets percentage for growth and meets percentage of highly tested TEKS Staff Responsible for Monitoring: Principals MCLs Teachers Title I: 2.51, 2.52, 2.53, 2.535 - TEA Priorities: 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: Student Achievement 1	Formative			Summative
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Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 43% to 48%

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: Checkpoints

MAP MOY and EOY

Diagnostic IReady Reports

Checkpoints

Strategy 1 Details		Reviews			
Strategy 1: MCLs and leadership 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: MCL's 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 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			
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; Blended Learning will implemented. Tutoring groups will be utilized to provide interventions. 4-5 grade will utilized Read 180 and ST math for 1416 kids. 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. Students will be monitored monthly through iReady tests to ensure growth goal is met. MAP assessments will be monitored BOY to MOY to ensure RIT is met. Staff Responsible for Monitoring: MCLs Classroom teachers Principals Title I: 2.51, 2.52, 2.53 - 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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				87
 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: 2. The K-3 students will show growth from 42% to 47% on their READING MAP ASSESSMENT.

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

Evaluation Data Sources: MAP MOY and EOY
Diagnostic IReady Reports
Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: MCLs and leadership 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: Rigorous lessons IReady will show and increase of students meeting growth from BOY to EOY diagnostic check Percentage of students showing meets or better will increase on checkpoints Staff Responsible for Monitoring: MCLs 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	Formative			Summative
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				88

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; Blended Learning will be implemented. Tutoring groups will be utilized to provide interventions. Strategy's Expected Result/Impact: Increased engagement in Tier I instructions through Blended Learning stations. Rigorous lessons IReady will show and increase of students meeting growth from BOY to EOY diagnostic check Percentage of students showing meets or better will increase on checkpoints Staff Responsible for Monitoring: MCLs 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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 No Progress  Accomplished  Continue/Modify  Discontinue					89

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

Performance Objective 3: By May of 2026, the number of students performing at the Meets level in 3rd RLA STAAR will increase from 28% to 33%.

Indicators of Success:

Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, 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: MAP MOY and EOY

Monthly IReady Reports

Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: MCLs and leadership will refine and implement the Data-Driven Instructional process, enhance TEKS understanding through internalizing lessons , 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 IReady will show and increase of students meeting growth from BOY to EOY diagnostic check Percentage of students showing meets or better will increase on checkpoints Staff Responsible for Monitoring: MCLs 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	Formative			Summative
	Oct	Jan	Mar	May
				90

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; Blended Learning will be implemented. Tutoring groups will be utilized to provide interventions, and adhere to the ECISD RLA Framework. Strategy's Expected Result/Impact: Increased engagement in Tier I instructions through Blended Learning stations. Rigorous lessons IReady will show and increase of students meeting growth from BOY to EOY diagnostic check Percentage of students showing meets or better will increase on checkpoints Staff Responsible for Monitoring: MCLs Classroom Teachers 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		Formative			Summative
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					91
 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 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
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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 61% to 66%.

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
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Strategy 2 Details	Reviews			
Strategy 2: Character ED lessons will be implemented two times a month 45 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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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 3: Student daily attendance will increase from 93% to 93.5%.

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

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 Truancy Form Strategy's Expected Result/Impact: Increased Attendance Rate Staff Responsible for Monitoring: Classroom Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teachers will hold attendance celebrations for students meeting 95% attendance. Strategy's Expected Result/Impact: Increased Attendance Rate Staff Responsible for Monitoring: Grade level Attendance Liaisons 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 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 Checkpoint % scoring at meets level Staff Responsible for Monitoring: Classroom Teachers Principal MCL 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
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Strategy 2 Details	Reviews			
Strategy 2: Strengthen cross-curricular literacy by embedding reading, writing, and academic vocabulary strategies in all core content areas (RLA, Math, Science, Social Studies). Strategy's Expected Result/Impact: MAP Growth BOY to EOY Checkpoint % scoring at meets level Staff Responsible for Monitoring: MCLs Teachers Principals Title I: 2.51, 2.53, 2.534 - 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 1	Formative			Summative
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Board Goal 4: Classroom Excellence

Performance Objective 2: 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 Checkpoint monitoring 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, 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
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Strategy 2 Details	Reviews			
Strategy 2: Establish a structured peer observation and ensure the use of the instructional coaching cycle to promote consistent use of evidence-based practices across classrooms. Strategy's Expected Result/Impact: Effective Tier 1 Instruction Internalized Lesson Plans & Practices MAP Growth BOY to MOY Checkpoint monitoring Scoring at meets level Staff Responsible for Monitoring: Teachers MCLs Principals Title I: 2.53, 2.534 - 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 4: Classroom Excellence

Performance Objective 3: Increase student engagement and participation in classrooms by 10%, as measured by teacher observational data, student surveys, and classroom behavior reports.

Evaluation Data Sources: Surveys
Behavior Reports
Checkpoint/MAP Data
Walk Throughs

Strategy 1 Details	Reviews			
Strategy 1: Integrate student-centered instructional strategies such as cooperative learning, Blended Learning, and use of technology. Strategy's Expected Result/Impact: Decrease in Number of Behavior Reports MAP Growth BOY to MOY Checkpoint scoring at meets level Engaging Lessons Staff Responsible for Monitoring: Teachers MCLs Principals Title I: 2.51, 2.52 Problem Statements: School Culture and Climate 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Integrate structured student voice through Habits of Discussion into daily lessons to promote active participation and ownership of learning. Strategy's Expected Result/Impact: Decrease in Number of Behavior Reports MAP Growth BOY to MOY Checkpoint scoring at meets level Engaging Lessons Staff Responsible for Monitoring: Teachers MCLs Principals Title I: 2.51, 2.53, 2.534 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
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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 referrals

Strategy 1 Details	Reviews			
Strategy 1: Implement a Schoolwide Positive Behavior Interventions and Supports (House System, PBIS and CHAMPS) Framework Strategy's Expected Result/Impact: Decrease in Referrals Engaged and Positive learners Staff Responsible for Monitoring: Administrators Teachers MCLs Title I: 2.53, 2.531, 2.533 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Culture and Climate 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Incorporate regular Social-Emotional Learning (SEL) lessons and restorative practices to proactively support positive behavior and reinforce expectations. Strategy's Expected Result/Impact: reduce repeated misbehaviors\ increase student accountability foster a respectful and safe learning environment Staff Responsible for Monitoring: Teachers Counselor Principals Title I: 2.51, 2.53, 2.531, 2.533 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Culture and Climate 1	Formative			Summative
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No Progress



Accomplished



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Board Goal 5: Culture of Excellence

Performance Objective 2: Recognize and celebrate student and staff achievements through regular school-wide and classroom-level acknowledgments.

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

Strategy 1 Details	Reviews			
Strategy 1: Student Recognition Programs (Student 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 Teachers Title I: 2.531, 2.533 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Encourage teachers to embed daily and weekly acknowledgment routines within their classrooms. Strategy's Expected Result/Impact: Strengthens student-teacher relationships builds a positive classroom culture decrease in referral s and repeat behaviors Staff Responsible for Monitoring: Teachers Counselors Principals Title I: 2.531, 2.533 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
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Board Goal 5: Culture of Excellence

Performance Objective 3: Increase student leadership, voice, and involvement in campus activities (5th grade Ambassadors, peer mentoring, Bobcat of the Month) by at least 10% to build ownership of a culture of excellence.

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

Strategy 1 Details	Reviews			
Strategy 1: Expand Student Leadership Opportunities through 5th Grade Ambassadors and House System. Strategy's Expected Result/Impact: Students develop ownership, responsibility, and leadership skills while contributing to a culture of excellence across the school. Staff Responsible for Monitoring: Teachers Principals Counselor Title I: 2.531 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Implement Student-Led Events and Initiatives Strategy's Expected Result/Impact: Increased student engagement and pride in school accomplishments, fostering a stronger, student-driven culture of excellence. Staff Responsible for Monitoring: Principals Teachers Title I: 2.52, 2.53, 2.531 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
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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
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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
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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
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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			
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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				113

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
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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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 No Progress  Accomplished  Continue/Modify  Discontinue 118				

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
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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
	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 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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No Progress Accomplished Continue/Modify Discontinue				

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
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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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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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
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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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No Progress Accomplished Continue/Modify Discontinue				

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
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				127
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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 No Progress  Accomplished  Continue/Modify  Discontinue				

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
				129
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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 No Progress  Accomplished  Continue/Modify  Discontinue				

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
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				131
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
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District

Bonham Middle School

2025-2026 Board Goals/Performance Objectives/Strategies



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Mission Statement

Bonham Middle School will *promote* a **positive social, emotional, and academic well-being in every person** by embracing **diversity, delivering high-quality, rigorous Tier I instruction** and establishing **structured systems of collaboration and communication.**

Vision

Creating

Opportunities *while*

Working towards

Life Long Learning *and*

Success!

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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. 26

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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: The percentage of students achieving or exceeding their Math projected MAP growth will increase from 41% to 52% in the 2025-2026 school year.

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be trained to analyze the MAP data to make data-informed decisions that impact instruction. Strategy's Expected Result/Impact: Overall student performance on MAP Math assessments across 6th-8th grade will increase. Staff Responsible for Monitoring: Math Department Chair, MCLs, AP and Principal Title I: 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teachers will offer personalized interventions to address the diverse needs of students during Tier 1 instruction. This will include delivering high-quality, grade-level instruction, providing accelerated learning opportunities through differentiated questioning to enhance student comprehension, and offering remedial support through additional math instruction that scaffolds content and methodologies to benefit all learners. Strategy's Expected Result/Impact: The disparity in performance levels among students--those exceeding grade expectations, those meeting grade expectations, and those falling below--will be reduced. Staff Responsible for Monitoring: Principal, APs, MCL, DC, Title I: 2.51 - 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 - Targeted Support Strategy	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: The percentage of students achieving or exceeding their Reading projected MAP growth will increase from 48% to 55% in the 2025-2026 school year.

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: EOY READING MAP

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be trained to analyze the MAP data to make data-informed decisions that impact instruction. Strategy's Expected Result/Impact: Overall student performance on MAP ELAR assessments across 6th-8th grade will increase. Staff Responsible for Monitoring: Principal, APs, MCL, DC, Title I: 2.51 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teachers will offer personalized interventions to address the diverse needs of students during Tier 1 instruction. This will include delivering high-quality, grade-level instruction, providing accelerated learning opportunities through differentiated questioning to enhance student comprehension, and offering remedial support through additional math instruction that scaffolds content and methodologies to benefit all learners. Strategy's Expected Result/Impact: The disparity in performance levels among students--those exceeding grade expectations, those meeting grade expectations, and those falling below--will be reduced. Staff Responsible for Monitoring: Principal, APs, MCL, DC, Title I: 2.51 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Additional Targeted Support Strategy	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: The percentage of students achieving or exceeding their Science projected MAP growth will increase from 58% to 65% in the 2025-2026 school year.

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: EOY MAP SCIENCE

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be trained to analyze the MAP data to make data-informed decisions that impact instruction. Strategy's Expected Result/Impact: Overall student performance on MAP ELAR assessments across 6th-8th grade will increase. Staff Responsible for Monitoring: Principal, APs, MCL, DC, Title I: 2.51 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teachers will offer personalized interventions to address the diverse needs of students during Tier 1 instruction. This will include delivering high-quality, grade-level instruction, providing accelerated learning opportunities through differentiated questioning to enhance student comprehension, and offering remedial support through additional math instruction that scaffolds content and methodologies to benefit all learners. Strategy's Expected Result/Impact: The disparity in performance levels among students--those exceeding grade expectations, those meeting grade expectations, and those falling below--will be reduced. Staff Responsible for Monitoring: Principal, APs, MCL, DC, Title I: 2.51 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Additional Targeted Support Strategy	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 4: Students overall achievement (6th-8th) at meets or above on Math STAAR will increase from 34% to 48% by the end of May 2026.

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%

Evaluation Data Sources: STAAR Math (6th-8th)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May ¹⁴¹
Strategy 1: Each teacher per grade level will conduct PDSA (Plan, Do, Study, Act) two week cycles from October-March analyzing best practice Tier 1 instructional strategies within their classrooms to close instructional learning gaps. Strategy's Expected Result/Impact: Student achievement will increase by 10% by the end of the two week cycle. Staff Responsible for Monitoring: Principal, APs MCLs, teachers Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment. Strategy's Expected Result/Impact: Quality Tier 1 instruction will be evident in every classroom Staff Responsible for Monitoring: Principal, APs MCLs, teachers Title I: 2.51, 2.52, 2.53, 2.534 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May

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  Accomplished
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Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. Root Cause: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
Student Achievement
Problem Statement 1: When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms. Problem Statement 2: In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Limited opportunities for planned training on high yield quality instructional strategies. Root Cause: Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students.
Curriculum, Instruction, and Assessment
Problem Statement 1: Lack of quality Tier 1 instruction impacted student performance in all areas. Root Cause: Lack of teacher quality in effective Tier 1 instruction in multiple areas.

Curriculum, Instruction, and Assessment

Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 3: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause:** There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

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 5: Students overall achievement (6th-8th) at meets or above on ELAR STAAR will increase from 40% to 48% by the end of May 2026.

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%

Evaluation Data Sources: STAAR ELAR 2026

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May ¹⁴⁴
Strategy 1: Each teacher per grade level will conduct PDSA (Plan, Do, Study, Act) two week cycles from October-March analyzing best practice Tier 1 instructional strategies within their classrooms to close instructional learning gaps. Strategy's Expected Result/Impact: Student achievement will increase by 10% by the end of the two week cycle. Staff Responsible for Monitoring: Principal, APs MCLs, teachers Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment. Strategy's Expected Result/Impact: Quality Tier 1 instruction will be evident in every classroom Staff Responsible for Monitoring: Principal, APs MCLs, teachers Title I: 2.51, 2.52, 2.53, 2.534 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
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 No Progress
  Accomplished
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Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. Root Cause: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
Student Achievement
Problem Statement 1: When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms. Problem Statement 2: In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Limited opportunities for planned training on high yield quality instructional strategies. Root Cause: Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students.
Curriculum, Instruction, and Assessment
Problem Statement 1: Lack of quality Tier 1 instruction impacted student performance in all areas. Root Cause: Lack of teacher quality in effective Tier 1 instruction in multiple areas.

Curriculum, Instruction, and Assessment

Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 3: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause:** There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

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 6: Students overall achievement at meets or above on 8th grade SCIENCE STAAR will increase from 22% to 48% by the end of May 2026.

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%

Evaluation Data Sources: STAAR SCIENCE-8th Grade

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each teacher per grade level will conduct PDSA (Plan, Do, Study, Act) two week cycles from October-March analyzing best practice Tier 1 instructional strategies within their classrooms to close instructional learning gaps. Strategy's Expected Result/Impact: Student achievement will increase by 10% by the end of the two week cycle. Staff Responsible for Monitoring: Principal, APs MCLs, teachers Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3				147

Strategy 2 Details		Reviews			
Strategy 2: Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment. Strategy's Expected Result/Impact: Quality Tier 1 instruction will be evident in every classroom Staff Responsible for Monitoring: Principal, APs MCLs, teachers Title I: 2.51, 2.52, 2.53, 2.534 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May

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  Accomplished
  Continue/Modify
  Discontinue

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Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. Root Cause: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
Student Achievement
Problem Statement 1: When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms. Problem Statement 2: In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Limited opportunities for planned training on high yield quality instructional strategies. Root Cause: Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students.
Curriculum, Instruction, and Assessment
Problem Statement 1: Lack of quality Tier 1 instruction impacted student performance in all areas. Root Cause: Lack of teacher quality in effective Tier 1 instruction in multiple areas.

Curriculum, Instruction, and Assessment

Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 3: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause:** There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

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 7: Students overall achievement at meets or above on 8th grade SOCIAL STUDIES STAAR will increase from 9% to 20% by the end of May 2026.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: STAAR SOCIAL STUDIES- 8th GRADE

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each teacher per grade level will conduct PDSA (Plan, Do, Study, Act) two week cycles from October-March analyzing best practice Tier 1 instructional strategies within their classrooms to close instructional learning gaps. Strategy's Expected Result/Impact: Student achievement will increase by 10% by the end of the two week cycle. Staff Responsible for Monitoring: Principal, APs MCLs, teachers Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3				150

Strategy 2 Details		Reviews			
Strategy 2: Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment. Strategy's Expected Result/Impact: Quality Tier 1 instruction will be evident in every classroom Staff Responsible for Monitoring: Principal, APs MCLs, teachers Title I: 2.51, 2.52, 2.53, 2.534 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
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Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. Root Cause: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
Student Achievement
Problem Statement 1: When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms. Problem Statement 2: In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Limited opportunities for planned training on high yield quality instructional strategies. Root Cause: Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students.
Curriculum, Instruction, and Assessment
Problem Statement 1: Lack of quality Tier 1 instruction impacted student performance in all areas. Root Cause: Lack of teacher quality in effective Tier 1 instruction in multiple areas.

Curriculum, Instruction, and Assessment

Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 3: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause:** There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

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 8: Students overall achievement at masters level in Algebra 1 will increase from 59% to 65% by the end of May 2026.

Indicators of Success:
Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: STAAR ALG 1- 7th/8th

Strategy 1 Details	Reviews			
Strategy 1: Each teacher per grade level will conduct PDSA (Plan, Do, Study, Act) two week cycles from October-March analyzing best practice Tier 1 instructional strategies within their classrooms to close instructional learning gaps. Strategy's Expected Result/Impact: Student achievement will increase by 10% by the end of the two week cycle. Staff Responsible for Monitoring: Principal, APs MCLs, teachers Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment. Strategy's Expected Result/Impact: Quality Tier 1 instruction will be evident in every classroom Staff Responsible for Monitoring: Principal, APs MCLs, teachers Title I: 2.51, 2.52, 2.53, 2.534 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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Performance Objective 8 Problem Statements:

Demographics
Problem Statement 1: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. Root Cause: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
Student Achievement
Problem Statement 1: When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms. Problem Statement 2: In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Limited opportunities for planned training on high yield quality instructional strategies. Root Cause: Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students.
Curriculum, Instruction, and Assessment
Problem Statement 1: Lack of quality Tier 1 instruction impacted student performance in all areas. Root Cause: Lack of teacher quality in effective Tier 1 instruction in multiple areas.

Curriculum, Instruction, and Assessment

Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 3: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause:** There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

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

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: Overall student attendance will increase for 92% to 93% by the end of May 2026.

HB3 Board Goal

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: Attendance tracking sheet

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: To improve student engagement and attendance, all teachers in grades 6-8 will implement iLEAD lessons during 2nd period classes to foster positive relationships and connections with students. In addition, teachers will integrate iLEAD strategies throughout the school day to enhance classroom culture and build strong student-teacher connections that contribute to improved school attendance. Strategy's Expected Result/Impact: Increased sense of belonging and connection for students. Reduced number of students identified as chronically absent. Improvement in classroom climate and student engagement. Staff Responsible for Monitoring: Principals, APs, teachers, counselors Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability				157

Strategy 2 Details	Reviews			
Strategy 2: To reduce chronic absenteeism among students facing housing instability and other risk factors, the campus will utilize the McKinney-Vento liaison and the Communities in Schools (CIS) liaison to identify, support, and engage students and families with attendance barriers. The liaisons will provide direct support services, connect families to resources, and monitor attendance data to implement timely interventions. Strategy's Expected Result/Impact: Decrease in chronic absenteeism among McKinney-Vento and CIS-identified students. Increased family engagement with school services and supports. Improved academic participation and classroom engagement for supported students. Staff Responsible for Monitoring: Campus Principal McKinney-Vento Liaison Communities in Schools Liaison Attendance Clerk Assistant Principals Counselors Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
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 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: By the end of the 2025-2026 school year, the campus will reduce the number of students in grades 6-8 with chronic discipline referrals (defined as 3 or more referrals per semester) by 25% compared to the 2024-2025 school year, through implementation of proactive behavior interventions, relationship-building programs, and consistent campus-wide discipline practices.

HB3 Board Goal

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: Discipline Referrals in Focus and documented intervention support through MTSS/counseling/SPED

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All teachers in grades 6-8 will implement iLEAD lessons during 2nd period to foster positive student relationships, enhance social-emotional learning, and proactively address behaviors that lead to discipline referrals. Building a strong sense of connection and belonging will reduce the frequency of disruptive behaviors. Strategy's Expected Result/Impact: Improved student relationships with staff, leading to a decline in repeated behavior incidents and fewer chronic referrals. Staff Responsible for Monitoring: Principal, Teachers Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534 - TEA Priorities: Improve low-performing schools - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability				159

Strategy 2 Details		Reviews			
Strategy 2: A campus culture of respect and accountability reinforced through consistent application of iLEAD principles, resulting in fewer chronic discipline incidents. Strategy's Expected Result/Impact: Use behavior data to identify at-risk students and apply tiered supports Staff Responsible for Monitoring: Principal/MTSS/Campus Behavior Coordinator Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534 - TEA Priorities: Improve low-performing schools - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 4: Classroom Excellence

Performance Objective 1: Opportunity Culture is being implemented in more areas to maximize support, build capacity and rigorous instruction.

HB3 Board Goal

Evaluation Data Sources: The number of discipline referrals, DAEP placement, student absences, and student achievement will be impacted.

Strategy 1 Details	Reviews			
Strategy 1: MCLs will lead subject area teams during PLCs- Reading and Math. Strategy's Expected Result/Impact: Teachers will be consistently supported in planning during PLCs, effective instructional strategies, coached in teaching best practices, lead in the DDI process. Staff Responsible for Monitoring: APs and Principal Title I: 2.51, 2.52, 2.53, 2.532, 2.533 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1, 2 - School Organization 1, 2 Funding Sources: - Title One School- Improvement - \$140,000	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details		Reviews			
Strategy 2: All classrooms will teach structured SEL lessons, iLead program, during 2nd period to build students' social-emotional skills and develop a shared campus language around supporting the whole child. Strategy's Expected Result/Impact: This approach will reduce misbehavior, time out of class, and discipline referrals while increasing on-task behavior, student engagement, and academic performance. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 3 - School Organization 1, 2		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					162

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. Root Cause: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Student Achievement
Problem Statement 1: When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Problem Statement 2: In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Problem Statement 3: When looking at the 2024-25 8th Grade Science STAAR data, only 57% of 8th-grade GT students met the Science STAAR standard, whereas our overall campus goal was for 65% of all 8th-grade students to meet the Science STAAR standard. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Student Achievement
Problem Statement 4: When looking at 2024 8th Grade STAAR Social Studies data Economically Disadvantage students met or achieved at 2% when compared to 2025 8th Grade STAAR SS met or achieved standard. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Limited opportunities for planned training on high yield quality instructional strategies. Root Cause: Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students. Problem Statement 2: Lack of Tier 1 instruction impacted student performance in Reading, Science and Social Studies. Root Cause: Lack of teacher development, focus on student achieving at high levels, and data driven instruction.
Curriculum, Instruction, and Assessment
Problem Statement 3: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. Root Cause: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
School Organization
Problem Statement 1: Operational concerns consumed a large amount of time each day, taking time from monitoring quality instruction implementation. Root Cause: Not all teachers used classroom management strategies. Problem Statement 2: Lack of quality instruction across Reading, Math, Science and Social Studies classes resulted in poor student performance, especially in sub-population categories. Root Cause: Lack of focus on students achieving at high levels, data-driven instruction and teacher development.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2026, the campus will implement an instructional approach to behavioral strategies for all students by explicitly teaching, modeling, and reinforcing core behavioral expectations in 100% of classrooms and across all common areas, including restrooms.

Evaluation Data Sources: Staff training on Tier 1 behavior supports and common language posted and referenced expectations in every classroom.

Monthly fidelity checks to monitor implementation by campus administration.

Follow-up support through Professional Learning Community meetings and coaching cycles.

Strategy 1 Details		Reviews			
Strategy 1: Implement and reinforce a common language for behavioral expectations across all classrooms through professional development and modeling, with ongoing coaching support provided by Emergent Tree consultants. Strategy's Expected Result/Impact: Consistent use of common behavioral language (Safe, Respectful, Responsible) across all classrooms. Improved student understanding of expectations, leading to more positive behavior and fewer disruptions. Reduction in office discipline referrals and decreased time out of class. Increased student time on-task and improved classroom climate. Strengthened teacher capacity to manage behavior proactively with support from Emergent Tree. Improved student academic progress and performance as a result of increased instructional time and a more supportive learning environment. Staff Responsible for Monitoring: Principal, Assistant Principals, counselors Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534 - TEA Priorities: Improve low-performing schools - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 1, 2		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: All classrooms will teach structured social, emotional, learning lessons, through iLead program, during 2nd period to build students' social-emotional skills and develop a shared campus language around supporting the whole child. Strategy's Expected Result/Impact: Consistent use of common behavioral language (Safe, Respectful, Responsible) across all classrooms. Improved student understanding of expectations, leading to more positive behavior and fewer disruptions. Reduction in office discipline referrals and decreased time out of class. Increased student time on-task and improved classroom climate. Strengthened teacher capacity to manage behavior proactively with support from Emergent Tree. Improved student academic progress and performance as a result of increased instructional time and a more supportive learning environment. Staff Responsible for Monitoring: Principal, Assistant Principals, counselors Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534 - TEA Priorities: Improve low-performing schools - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 1, 2		Formative			Summative
		Oct	Jan	Mar	May
					165

 No Progress
 Accomplished
 Continue/Modify
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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. Root Cause: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Student Achievement
Problem Statement 1: When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Student Achievement

Problem Statement 2: In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 3: When looking at the 2024-25 8th Grade Science STAAR data, only 57% of 8th-grade GT students met the Science STAAR standard, whereas our overall campus goal was for 65% of all 8th-grade students to meet the Science STAAR standard. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 4: When looking at 2024 8th Grade STAAR Social Studies data Economically Disadvantage students met or achieved at 2% when compared to 2025 8th Grade STAAR SS met or achieved standard. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Limited opportunities for planned training on high yield quality instructional strategies. **Root Cause:** Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students.

Problem Statement 2: Lack of Tier 1 instruction impacted student performance in Reading, Science and Social Studies. **Root Cause:** Lack of teacher development, focus on student achieving at high levels, and data driven instruction.

Curriculum, Instruction, and Assessment

Problem Statement 1: Lack of quality Tier 1 instruction impacted student performance in all areas. **Root Cause:** Lack of teacher quality in effective Tier 1 instruction in multiple areas. 166

Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 3: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause:** There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

School Organization

Problem Statement 1: Operational concerns consumed a large amount of time each day, taking time from monitoring quality instruction implementation. **Root Cause:** Not all teachers used classroom management strategies.

Problem Statement 2: Lack of quality instruction across Reading, Math, Science and Social Studies classes resulted in poor student performance, especially in sub-population categories. **Root Cause:** Lack of focus on students achieving at high levels, data-driven instruction and teacher development.

Board Goal 5: Culture of Excellence

Performance Objective 1: Bonham will raise the connectedness indicator within Panorama from 36% to 65% by the end of the 2026 school year.

HB3 Board Goal
Evaluation Data Sources: Panorama Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bonham will build a team culture of diversity and acceptance through implementing iLead lessons during 2nd period everyday for students and Transformation Tables for adults at every monthly faculty meeting. Strategy's Expected Result/Impact: Overall connectedness will increase as staff and students . Staff Responsible for Monitoring: Principal, APs, Counselors Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 1, 2				167

Strategy 2 Details	Reviews			
Strategy 2: Implement and reinforce a common language for behavioral expectations across all classrooms through professional development and modeling, with ongoing coaching support provided by Emergent Tree consultants. Strategy's Expected Result/Impact: Consistent use of common behavioral language (Safe, Respectful, Responsible) across all classrooms. Improved student understanding of expectations, leading to more positive behavior and fewer disruptions. Reduction in office discipline referrals and decreased time out of class. Increased student time on-task and improved classroom climate. Strengthened teacher capacity to manage behavior proactively with support from Emergent Tree. Improved student academic progress and performance as a result of increased instructional time and a more supportive learning environment. Staff Responsible for Monitoring: Principal, Assistant Principals, counselors Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534 - TEA Priorities: Improve low-performing schools - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 1, 2	Formative			Summative
	Oct	Jan	Mar	May
				168

Strategy 3 Details		Reviews			
Strategy 3: All classrooms will teach structured SEL lessons, iLead program, during 2nd period to build students' social-emotional skills and develop a shared campus language around supporting the whole child. Strategy's Expected Result/Impact: Consistent use of common behavioral language (Safe, Respectful, Responsible) across all classrooms. Improved student understanding of expectations, leading to more positive behavior and fewer disruptions. Reduction in office discipline referrals and decreased time out of class. Increased student time on-task and improved classroom climate. Strengthened teacher capacity to manage behavior proactively with support from Emergent Tree. Improved student academic progress and performance as a result of increased instructional time and a more supportive learning environment. Staff Responsible for Monitoring: Principal, Assistant Principals, counselors Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534 - TEA Priorities: Improve low-performing schools - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 1, 2		Formative			Summative
		Oct	Jan	Mar	May
					169

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. Root Cause: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
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Student Achievement

Problem Statement 2: In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 3: When looking at the 2024-25 8th Grade Science STAAR data, only 57% of 8th-grade GT students met the Science STAAR standard, whereas our overall campus goal was for 65% of all 8th-grade students to meet the Science STAAR standard. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 4: When looking at 2024 8th Grade STAAR Social Studies data Economically Disadvantage students met or achieved at 2% when compared to 2025 8th Grade STAAR SS met or achieved standard. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Limited opportunities for planned training on high yield quality instructional strategies. **Root Cause:** Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students.

Problem Statement 2: Lack of Tier 1 instruction impacted student performance in Reading, Science and Social Studies. **Root Cause:** Lack of teacher development, focus on student achieving at high levels, and data driven instruction.

Curriculum, Instruction, and Assessment

Problem Statement 1: Lack of quality Tier 1 instruction impacted student performance in all areas. **Root Cause:** Lack of teacher quality in effective Tier 1 instruction in multiple areas. 170

Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 3: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause:** There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

School Organization

Problem Statement 1: Operational concerns consumed a large amount of time each day, taking time from monitoring quality instruction implementation. **Root Cause:** Not all teachers used classroom management strategies.

Problem Statement 2: Lack of quality instruction across Reading, Math, Science and Social Studies classes resulted in poor student performance, especially in sub-population categories. **Root Cause:** Lack of focus on students achieving at high levels, data-driven instruction and teacher development.

Board Goal 5: Culture of Excellence

Performance Objective 2: Opportunity Culture is being implemented in more areas to maximize support, build capacity and rigorous instruction.

HB3 Board Goal

Evaluation Data Sources: The number of discipline referrals, DAEP placement, student absences, and student achievement will be impacted.

Strategy 1 Details	Reviews			
Strategy 1: MCLs will lead subject area teams during PLCs- Reading and Math. Strategy's Expected Result/Impact: Teachers will be consistently supported in planning during PLCs, effective instructional strategies, coached in teaching best practices, lead in the DDI process. Staff Responsible for Monitoring: Principal, APs Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533 Problem Statements: Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 1, 2	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details		Reviews			
Strategy 2: All classrooms will teach structured SEL lessons, iLead program, during 2nd period to build students' social-emotional skills and develop a shared campus language around supporting the whole child. Strategy's Expected Result/Impact: Consistent use of common behavioral language (Safe, Respectful, Responsible) across all classrooms. Improved student understanding of expectations, leading to more positive behavior and fewer disruptions. Reduction in office discipline referrals and decreased time out of class. Increased student time on-task and improved classroom climate. Strengthened teacher capacity to manage behavior proactively with support from Emergent Tree. Improved student academic progress and performance as a result of increased instructional time and a more supportive learning environment. Staff Responsible for Monitoring: Principal, Assistant Principals, counselors Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534 - TEA Priorities: Improve low-performing schools - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 1, 2		Formative			Summative
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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. Root Cause: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Student Achievement
Problem Statement 1: When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Student Achievement

Problem Statement 2: In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 3: When looking at the 2024-25 8th Grade Science STAAR data, only 57% of 8th-grade GT students met the Science STAAR standard, whereas our overall campus goal was for 65% of all 8th-grade students to meet the Science STAAR standard. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 4: When looking at 2024 8th Grade STAAR Social Studies data Economically Disadvantage students met or achieved at 2% when compared to 2025 8th Grade STAAR SS met or achieved standard. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Limited opportunities for planned training on high yield quality instructional strategies. **Root Cause:** Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students.

Problem Statement 2: Lack of Tier 1 instruction impacted student performance in Reading, Science and Social Studies. **Root Cause:** Lack of teacher development, focus on student achieving at high levels, and data driven instruction.

Curriculum, Instruction, and Assessment

Problem Statement 1: Lack of quality Tier 1 instruction impacted student performance in all areas. **Root Cause:** Lack of teacher quality in effective Tier 1 instruction in multiple areas. 173

Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 3: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause:** There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

School Organization

Problem Statement 1: Operational concerns consumed a large amount of time each day, taking time from monitoring quality instruction implementation. **Root Cause:** Not all teachers used classroom management strategies.

Problem Statement 2: Lack of quality instruction across Reading, Math, Science and Social Studies classes resulted in poor student performance, especially in sub-population categories. **Root Cause:** Lack of focus on students achieving at high levels, data-driven instruction and teacher development.

Ector County Independent School District

Bowie Middle School

2025-2026 Board Goals/Performance Objectives/Strategies



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Board Goals 3

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Board Goals

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

Performance Objective 1: By May 2026, the percentage of students achieving or exceeding their READING RIT goal will increase from 61% to 66%.

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 2025 end of year results compared to MAP 2026 end of year results.

Strategy 1 Details	Reviews			
Strategy 1: Admin will place students into high-quality READING teaching classrooms based on STAAR data, some of which are double blocked to provide extended practice time and intervention time in order to close gaps. Strategy's Expected Result/Impact: By May 2026, the percentage of students achieving or exceeding their READING RIT goal will increase from 61% to 66%. Staff Responsible for Monitoring: Principal, admin team, counselors. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: All teaching staff will attend quality back to school professional development training on HQIM, high quality instructional materials, to be used in the READING classroom. Strategy's Expected Result/Impact: By May 2026, the percentage of students achieving or exceeding their READING RIT goal will increase from 61% to 66%. Staff Responsible for Monitoring: Principal, admin team, MCLs, Dept chairs Title I: 2.51, 2.52, 2.53 - 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: Student Learning 1	Formative			Summative
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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Although the campus has moved out of IR (Improvement Required), the campus is still mid to high C in accountability. Root Cause: Sixty-one percent of Core Math and Reading are non-certified teachers, although 100% of them are actively in the pipeline certification process.

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, the percentage of students achieving or exceeding their MATH RIT goal will increase from 50% to 55%.

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 2025 end of year results compared to MAP 2026 end of year results.

Strategy 1 Details	Reviews			
Strategy 1: Admin will place students into high-quality MATH teaching classrooms based on STAAR data, some of which are double blocked to provide extended practice time and intervention time in order to close gaps. Strategy's Expected Result/Impact: By May 2026, the percentage of students achieving or exceeding their MATH RIT goal will increase from 50% to 55%. Staff Responsible for Monitoring: Principal, admin team, counselors. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: All teaching staff will attend quality back to school professional development training on HQIM, high quality instructional materials, to be used in the MATH classroom. Strategy's Expected Result/Impact: By May 2026, the percentage of students achieving or exceeding their MATH RIT goal will increase from 50% to 55%. Staff Responsible for Monitoring: Principal, admin team, MCLs, Dept chairs Title I: 2.51, 2.52, 2.53 - 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: Student Learning 1	Formative			Summative
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Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Although the campus has moved out of IR (Improvement Required), the campus is still mid to high C in accountability. Root Cause: Sixty-one percent of Core Math and Reading are non-certified teachers, although 100% of them are actively in the pipeline certification process.

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 students performing at the MEETS level on 6th-8th MATH STAAR will increase from 33.7% to 41%.

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

Evaluation Data Sources: STAAR 2025 end of year results compared to STAAR 2026 end of year results.

Strategy 1 Details	Reviews			
Strategy 1: Admin team attended summer PD with Solutions Tree, PLCs at Work, in order to align PLC expectations across campus contents and grade levels including the MATH classrooms. Strategy's Expected Result/Impact: By May of 2026, the percentage of students performing at the MEETS level on 6th-8th MATH STAAR will increase from 33.7% to 41%. Staff Responsible for Monitoring: Admin, MCLs, Instructional leadership team. Title I: 2.51, 2.52, 2.53 - 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 Problem Statements: Student Learning 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Admin and instructional leads will role out, lead and monitor, the implementation of PLCs The Bowie Way Protocol including pacing calendars, built in checkpoint data reviews, and lesson planning, using Solutions Tree, Leveraged Leadership and Get Better Faster protocols in order to produce high quality instruction planning PLCs to improve Tier I instruction in the Math classrooms. Strategy's Expected Result/Impact: By May of 2026, the percentage of students performing at the MEETS level on 6th-8th MATH STAAR will increase from 33.7% to 41%. Staff Responsible for Monitoring: Admin, MCLs, Instructional leadership team. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
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Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Although the campus has moved out of IR (Improvement Required), the campus is still mid to high C in accountability. Root Cause: Sixty-one percent of Core Math and Reading are non-certified teachers, although 100% of them are actively in the pipeline certification process.

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 4: By May of 2026, the percentage of students performing at the MEETS level on 6th-8th READING STAAR will increase from 37.6%. to 45%.

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

Evaluation Data Sources: STAAR 2025 end of year results compared to STAAR 2026 end of year results.

Strategy 1 Details	Reviews			
Strategy 1: Admin team attended summer PD with Solutions Tree, PLCs at Work, in order to align PLC expectations across campus contents and grade levels including the Reading classrooms. Strategy's Expected Result/Impact: By May of 2026, the percentage of students performing at the MEETS level on 6th-8th READING STAAR will increase from 37.6%. to 45%. Staff Responsible for Monitoring: Admin, MCLs, Instructional leadership team. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 2	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Admin and instructional leads will role out, lead and monitor, the implementation of PLCs The Bowie Way Protocol including pacing calendars, built in checkpoint data reviews, and lesson planning, using Solutions Tree, Leveraged Leadership and Get Better Faster protocols in order to produce high quality instruction planning PLCs to improve Tier I instruction in the Reading classrooms. Strategy's Expected Result/Impact: By May of 2026, the percentage of students performing at the MEETS level on 6th-8th READING STAAR will increase from 37.6%. to 45%. Staff Responsible for Monitoring: Admin, MCLs, Instructional leadership team. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 2		Formative			Summative
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Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 2: 2025 STAAR scores show that the campus is still below other campuses in reading, science and social studies. Root Cause: Strong PLC processes were not implemented with fidelity and monitored by the administrative team campus-wide.

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 5: By May of 2026, the percentage of students performing at the MEETS level on ALGEBRA 1 STAAR will increase from 39%. to 46%.

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

Evaluation Data Sources: STAAR 2025 end of year results compared to STAAR 2026 end of year results.

Strategy 1 Details	Reviews			
Strategy 1: Admin will recruit a High Quality Algebra 1 teacher with a record of high performance on STAAR tests. Strategy's Expected Result/Impact: By May of 2026, the percentage of students performing at the MEETS level on ALGEBRA 1 STAAR will increase from 39%. to 46%. Staff Responsible for Monitoring: Admin Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Admin and instructional leads will role out, lead and monitor, the implementation of PLCs The Bowie Way Protocol including pacing calendars, built in checkpoint data reviews, and lesson planning, using Solutions Tree, Leveraged Leadership and Get Better Faster protocols in order to produce high quality instruction planning PLCs to improve Tier I instruction in the Algebra 1 classrooms. Strategy's Expected Result/Impact: By May of 2026, the percentage of students performing at the MEETS level on ALGEBRA 1 STAAR will increase from 39%. to 46%. Staff Responsible for Monitoring: Admin and Math MCL Title I: 2.51, 2.52, 2.53 - 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: Student Learning 1	Formative			Summative
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Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Although the campus has moved out of IR (Improvement Required), the campus is still mid to high C in accountability. Root Cause: Sixty-one percent of Core Math and Reading are non-certified teachers, although 100% of them are actively in the pipeline certification process.

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 6: By May of 2026, the percentage of students performing at the MEETS level on Social Studies STAAR will increase from 13%. to 20%

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

Evaluation Data Sources: STAAR 2025 end of year results compared to STAAR 2026 end of year results.

Strategy 1 Details	Reviews			
Strategy 1: 8th Grade Social Studies teachers will engage in Professional Development from Region 18 including Coaching Feedback Cycles (observation and coaching) in order to increase Tier 1 High Yield Instructional Strategies Strategy's Expected Result/Impact: By May of 2026, the percentage of students performing at the MEETS level on Social Studies STAAR will increase from 13%. to 20% Staff Responsible for Monitoring: Admin, Dept Chair, teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, 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: School Processes & Programs 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Admin and instructional leads will role out, lead and monitor, the implementation of PLCs The Bowie Way Protocol including pacing calendars, built in checkpoint data reviews, and lesson planning, using Solutions Tree, Leveraged Leadership and Get Better Faster protocols in order to produce high quality instruction planning PLCs to improve Tier I instruction in the Social Studies classrooms. Strategy's Expected Result/Impact: By May of 2026, the percentage of students performing at the MEETS level on Social Studies STAAR will increase from 13%. to 20% Staff Responsible for Monitoring: Admin, Dept Chair, teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: 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: School Processes & Programs 2		Formative			Summative
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Performance Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 1: Social Studies and Science scores have lagged behind the rapid increase in math STAAR scores. Root Cause: Students move into secondary with little to no emphasis on Social Studies and Sciences in the elementary grades.
Problem Statement 2: 2025 STAAR scores show that the campus is still below other campuses in reading, science and social studies. Root Cause: Strong PLC processes were not implemented with fidelity and monitored by the administrative team campus-wide.

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 7: By May of 2026, the percentage of students performing at the MEETS level on Science STAAR will increase from 24% to 31%

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

Evaluation Data Sources: STAAR 2025 end of year results compared to STAAR 2026 end of year results.

Strategy 1 Details	Reviews			
Strategy 1: 8th Grade Science teachers will engage in Professional Development from Region 18 including Coaching Feedback Cycles (observation and coaching) in order to increase Tier 1 High Yield Instructional Strategies Strategy's Expected Result/Impact: By May of 2026, the percentage of students performing at the MEETS level on Science STAAR will increase from 24%. to 31% Staff Responsible for Monitoring: Admin, Dept Chair, teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: 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: School Processes & Programs 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Admin and instructional leads will role out, lead and monitor, the implementation of PLCs The Bowie Way Protocol including pacing calendars, built in checkpoint data reviews, and lesson planning, using Solutions Tree, Leveraged Leadership and Get Better Faster protocols in order to produce high quality instruction planning PLCs to improve Tier I instruction in the Science classrooms. Strategy's Expected Result/Impact: By May of 2026, the percentage of students performing at the MEETS level on Science STAAR will increase from 24%. to 31% Staff Responsible for Monitoring: Admin, Dept Chair, teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: 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: School Processes & Programs 2		Formative			Summative
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Performance Objective 7 Problem Statements:

School Processes & Programs
Problem Statement 1: Social Studies and Science scores have lagged behind the rapid increase in math STAAR scores. Root Cause: Students move into secondary with little to no emphasis on Social Studies and Sciences in the elementary grades.
Problem Statement 2: 2025 STAAR scores show that the campus is still below other campuses in reading, science and social studies. Root Cause: Strong PLC processes were not implemented with fidelity and monitored by the administrative team campus-wide.

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

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: Bowie will increase average daily attendance from 91.9% to 93% by May 2025.

Indicators of Success:

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

Evaluation Data Sources: Weekly attendance dashboard and daily Focus monitoring.

Strategy 1 Details	Reviews			
Strategy 1: Bowie will work with district truancy committee and campus Counselors, assigned AP, teachers, who will work weekly on attendance, look at data, and make a plan to increase campus attendance. Strategy's Expected Result/Impact: Bowie will increase daily attendance from 91.9% to 93% by May 2025. Staff Responsible for Monitoring: Assigned AP, counselors, teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Incentive Reward items for attendance - Local - \$2,500	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive back to school Counselor training from counselors including Trauma informed, Child Abuse/Mandatory Reporting, referral process, community and family outreach support. as well as iLead classroom curriculum modules to use with students. Strategy's Expected Result/Impact: Bowie will increase daily attendance from 91.9% to 93% by May 2025. Staff Responsible for Monitoring: Counselors, Admin Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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No Progress



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Board Goal 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: Exclusionary disciplinary infractions, dis-proportionality of special education students who receive out of school or alternative education placement, will decrease to zero at Bowie.

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: District and campus Focus discipline reports.

Strategy 1 Details	Reviews			
Strategy 1: Campus will receive back to school PBIS Tiered discipline training across campus with preventive measures to decrease classroom disturbances, including training in MTSS (Multi Tiered System of Support) which was rolled out in the district in 2024-2025. Strategy's Expected Result/Impact: Focus campus overall "incidence report" disciplinary infractions will decrease by 5% from 2025 to 2026 school year. Staff Responsible for Monitoring: Assistant Principals, classroom teachers, department chairs, counselors. Title I: 2.51, 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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Campus will continue our effective and successful Bowie's Pre-Referral Checklist processes and procedures in order to lower classroom discipline issues while increasing classroom student engagement. Strategy's Expected Result/Impact: 100% of Bowie will use the Pre-Referral Checklist processes and procedures to reduce instances of students being removed from the Tier 1 classroom. Staff Responsible for Monitoring: Counselors, Assistant Principals, classroom teachers, department chairs. Title I: 2.51, 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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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No Progress



Accomplished



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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: Bowie Middle School will increase college and career readiness by creating equitable opportunities for students to develop instructional routines that support secondary academic success which leads to post-secondary and career readiness which will increase the number of students accepted into choice school by 5% by May 2026.

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: The number of students who are accepted into choice high schools will increase from 20% to 25%. (20% of our 8th graders were accepted into a choice high school in May 2025.)

Strategy 1 Details		Reviews			
Strategy 1: Campus will utilize 8th grade counselor to bring awareness and opportunity for all students to have equitable access to choice schools, and assist with application and parent awareness. Strategy's Expected Result/Impact: The number of students who are accepted into choice high schools will increase from 20% to 25%. (20% of our 8th graders were accepted into a choice high school in May 2025.) Staff Responsible for Monitoring: Principal, AP, 8th Grade Counselor Title I: 2.51, 2.52, 2.53 - 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 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Bowie new AVID Site lead will attend summer training in order to provide campus PD bimonthly across campus with a lead team. Strategy's Expected Result/Impact: The number of students who are accepted into choice high schools will increase from 20% to 25%. (20% of our 8th graders were accepted into a choice high school in May 2025.) Staff Responsible for Monitoring: Bowie AVID site team, admin Title I: 2.51, 2.52 - 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 3: Positive School Culture		Formative			Summative
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No Progress



Accomplished



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Board Goal 4: Classroom Excellence

Performance Objective 1: Bowie will strive to decrease the percent of non-certified teachers in Reading and Math from 61% to 55% by May 2025.

Evaluation Data Sources: Certifications and staffing will show what percent are certified in their content SBEC.

Strategy 1 Details	Reviews			
Strategy 1: Non-certified teachers will meet with Dept Chair and Principal at MOY and EOY to show progress on certification. Strategy's Expected Result/Impact: Non-certified teachers in Reading and Math will decrease from 61% to 55% by May 2025. Staff Responsible for Monitoring: Dept Chair Principal Title I: 2.51, 2.52, 2.53 - 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 Problem Statements: Student Learning 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Bowie will work with Alt-Certification Entities and ECISD HR department such as OPT, to provide needed PD classes, and PD for pipeline teachers to work toward certification this school year. Strategy's Expected Result/Impact: Non-certified teachers in Reading and Math will decrease from 61% to 55% by May 2025. Staff Responsible for Monitoring: Principal, Dept Chairs, MCL Title I: 2.51, 2.52, 2.53 - 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 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Although the campus has moved out of IR (Improvement Required), the campus is still mid to high C in accountability. **Root Cause:** Sixty-one percent of Core Math and Reading are non-certified teachers, although 100% of them are actively in the pipeline certification process.

Board Goal 4: Classroom Excellence

Performance Objective 2: Bowie will ensure Classroom Excellence across the campus by delivering High Quality Tier One Instruction in every classroom.

Evaluation Data Sources: Admin and Coaching walkthroughs, TTESS And STAAR data 2025

Strategy 1 Details	Reviews			
Strategy 1: Bowie Admin Team will attend summer PD: Solutions Tree, PLCs at Work conference. Strategy's Expected Result/Impact: Admin team will have a quality understanding of what PLCs should and will look like at Bowie MS. Staff Responsible for Monitoring: Principal and Admin Team, MCLs, Dept Chairs. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 2 Funding Sources: Travel for admin Summer Professional development - Local - \$6,500	Formative			Summative
	Oct	Jan	Mar	May
				199
Strategy 2 Details	Reviews			
Strategy 2: Bowie will provide Back to School high quality professional development to entire campus staff and support aides on productive and effective PLCs the Bowie Way. Strategy's Expected Result/Impact: Teachers, PLC leads will implement and lead high quality PLCs that will improve checkpoint and EOY data gathered. Staff Responsible for Monitoring: Teachers, PLC leads, Admin, MCLs, Dept Chairs Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: 2025 STAAR scores show that the campus is still below other campuses in reading, science and social studies. Root Cause: Strong PLC processes were not implemented with fidelity and monitored by the administrative team campus-wide.

Board Goal 4: Classroom Excellence

Performance Objective 3: Bowie will ensure Classroom Excellence across the campus by delivering Job-Embedded PD (Professional Development).

Evaluation Data Sources: Admin and Coaching walkthroughs, TTESS And STAAR data 2025 and 2026

Strategy 1 Details	Reviews			
Strategy 1: Bowie will implement Learning Walks across the campus to increase teacher capacity. Strategy's Expected Result/Impact: Tier 1 instruction will increase as teachers attend the scheduled Learning Walk Observation, Action Cycle. Staff Responsible for Monitoring: Admin, MCLs, Dept Chairs. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	May
				201
Strategy 2 Details	Reviews			
Strategy 2: Bowie Admin and instruction leadership team will have job-embedded Coaching cycles to build capacity in the Leadership Team. Strategy's Expected Result/Impact: Tier 1 instruction will increase Admin and instructional leadership team increase their capacity to lead quality observation and coaching cycles with their classroom teachers. Staff Responsible for Monitoring: Principal Title I: 2.51, 2.52, 2.53 - 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 Problem Statements: Student Learning 1, 2 Funding Sources: Instructional Coach - Title One School-wide - \$75,000, Contract Services Observation, Coaching Feedback cycles for Admin Team Math/RLA - Title One School-wide - \$30,000, Contract Services for Observation, Coaching Feedback cycles for Science - Title One School-wide - \$30,000, Contract Services for Observation, Coaching Feedback cycles for Soc Studies - Title One School-wide - \$30,000	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Although the campus has moved out of IR (Improvement Required), the campus is still mid to high C in accountability. **Root Cause:** Sixty-one percent of Core Math and Reading are non-certified teachers, although 100% of them are actively in the pipeline certification process.

Problem Statement 2: Campus has continued to move out of a steep accountability decline since it moved from choice school AP/IB to neighborhood school over the last 5-7 years. **Root Cause:** Bowie Middle School has suffered five years straight turnover in two grade levels for reading teachers.

School Processes & Programs

Problem Statement 2: 2025 STAAR scores show that the campus is still below other campuses in reading, science and social studies. **Root Cause:** Strong PLC processes were not implemented with fidelity and monitored by the administrative team campus-wide.

Board Goal 5: Culture of Excellence

Performance Objective 1: Bowie's School Connectedness Panorama's Connectedness Indicator will increase from 35% to 40% by May 2026.

Evaluation Data Sources: Panorama Connectedness BOY and EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All classrooms will post The Bowie Way tenets: High Expectations, Strong Instruction, Opportunity as well as in the hallways, (which is included in our Emergent Tree implementation, a pilot for the district). Strategy's Expected Result/Impact: Panorama's Connectedness Indicator will increase from 35% to 40% by May 2026. Staff Responsible for Monitoring: Admin, MCLs, Dept Chairs Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Results Driven Accountability Funding Sources: School Wide The Bowie Way posters Throughout the Building and classrooms - Local - \$500				203
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The Principal will add to daily announcements a purposed The Bowie Way tenets: High Expectations, Strong Instruction, Opportunity and APs will embed in common areas and all areas from discipline to instruction. Strategy's Expected Result/Impact: Panorama's Connectedness Indicator will increase from 35% to 40% by May 2026. Staff Responsible for Monitoring: Principal, Admin team Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Results Driven Accountability				



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: Bowie's School Connectedness Panorama's Rigorous Expectations Indicator will increase from 57% to 63% by May 2026

Evaluation Data Sources: Panorama Connectedness BOY and EOY

Strategy 1 Details	Reviews			
Strategy 1: High Quality PLCs will occur daily in all STAAR tested areas, and weekly in non-tested areas to ensure classroom excellence across the campus and across all contents. Strategy's Expected Result/Impact: Panorama's Rigorous Expectations Indicator will increase from 57% to 63% by May 2026 Staff Responsible for Monitoring: Admin Team, MCLs, Department chairs Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	May
				205
Strategy 2 Details	Reviews			
Strategy 2: 6th Grade all Reading and all Math classes will be double block to ensure a high quality foundation of excellence as students move to 7th and 8th and then are ready for high school transition. Strategy's Expected Result/Impact: Panorama's Rigorous Expectations Indicator will increase from 57% to 63% by May 2026 Staff Responsible for Monitoring: Principal Title I: 2.51, 2.52, 2.53 Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Although the campus has moved out of IR (Improvement Required), the campus is still mid to high C in accountability. Root Cause: Sixty-one percent of Core Math and Reading are non-certified teachers, although 100% of them are actively in the pipeline certification process.

Ector County Independent School District

Burleson Early Childhood Center

2025-2026 Board Goals/Performance Objectives/Strategies



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Mission Statement

Mission Statement

At Burleson Early Education Center, we serve every child by creating an inclusive, vibrant community where they feel valued and empowered to thrive. Through a mix of play-based exploration and direct instruction, we spark curiosity, foster independence, and instill a lifelong love of learning. Our approach supports emotional, social, physical, and cognitive growth, preparing children for kindergarten and a future full of possibilities.

Vision

Instructional Vision

“At Burleson EEC, purposeful play meets proven practice to ignite every child's academic journey.”

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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: Student performance from CLI Wave 1 to Wave 3 will reflect that 80% of students are 'On Track' in the Phonological Awareness domain.

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: CLI BOY and EOY data

Strategy 1 Details	Reviews			
Strategy 1: At the end of each Wave, a targeted review of students' performance on the CLI Phonological Awareness assessment will be conducted to identify specific areas of need. Strategy's Expected Result/Impact: Students will leave Prekindergarten with a strong Phonological Awareness foundation. Staff Responsible for Monitoring: Administrator	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will conduct informal assessments of students' letter sound knowledge at the beginning of the year and every nine weeks thereafter to track progress. Strategy's Expected Result/Impact: Teachers will have access to more up-to-date data every nine weeks, between the scheduled CLI assessment periods. Staff Responsible for Monitoring: Teachers	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will use the phonological awareness activities available in the CLI portal to support and enhance small group instruction. Strategy's Expected Result/Impact: Students will have access to high-quality phonological awareness activities in the small group setting. Staff Responsible for Monitoring: Teachers	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

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: Student performance from CLI Wave 1 to Wave 3 will reflect that 80% of students are 'On Track' in the Mathematical Foundations domain.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: CLI, District PK Report Card

Strategy 1 Details	Reviews			
Strategy 1: Counting activities will be included in Daily Calendar activities, Math Small Group Activities and Independent Learning Centers. Strategy's Expected Result/Impact: Students will count to 30 and beyond Staff Responsible for Monitoring: Teachers	Formative			Summative
	Oct	Jan	Mar	May
				212
Strategy 2 Details	Reviews			
Strategy 2: All teachers will send home weekly homework that includes counting strategies and activities for parents to support their children's learning at home. Strategy's Expected Result/Impact: Parents will feel confident and equipped to support their child's learning at home. Staff Responsible for Monitoring: Teachers	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: Prekindergarten students will demonstrate age-appropriate scientific thinking by making predictions, testing simple hypotheses, and communicating their findings through pictures and words.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: Teacher observations

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement high-quality Science Center activities and exploration opportunities into the instructional day. Strategy's Expected Result/Impact: Students will be provided with opportunities to engage in hands-on science activities that promote exploration and discovery. Staff Responsible for Monitoring: Teachers	Formative			Summative
	Oct	Jan	Mar	May
				213
Strategy 2 Details	Reviews			
Strategy 2: Students will have opportunities to conduct simple Cause-and-Effect Experiments. Strategy's Expected Result/Impact: Students will develop stronger critical thinking skills by learning to make educated guesses, test their ideas, and compare results to their predictions. Staff Responsible for Monitoring: Teachers	Formative			Summative
	Oct	Jan	Mar	May
 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 1: By the End of Year CLI assessment administration, 80% of students will be on track in Phonological Awareness.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, 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: CLI EOY Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will form flexible small groups using Beginning of Year and Middle of Year CLI assessment data. Strategy's Expected Result/Impact: Students will receive high-quality small group activities focused on Letter-Sound Correspondence activities. Staff Responsible for Monitoring: Teachers	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will send home weekly Homework activities that families can use to help students practice Letter-Sound Correspondence at home. Strategy's Expected Result/Impact: Parents will feel confident and equipped to support their child with pre-reading activities at home. Staff Responsible for Monitoring: Teachers				214
	Formative			Summative
	Oct	Jan	Mar	May
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 the End of Year CLI assessment administration, 40% of students will be on track in the Pre-Reading skill of Rhyming.

Indicators of Success:
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: CLI End of Year Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will have access to research-based phonological awareness manipulatives and games to support instruction in rhyming skills. Strategy's Expected Result/Impact: Students will have access to a variety of hands-on learning materials. Staff Responsible for Monitoring: Administrator	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use call-and-response rhyming chants for transitions throughout the day. Strategy's Expected Result/Impact: Students will be exposed to rhyming patterns throughout the day. Staff Responsible for Monitoring: Classroom Teachers	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Daily small group rhyming activities will be intentionally planned. Strategy's Expected Result/Impact: Students will have high-quality small group instruction, with a rhyming focus. Staff Responsible for Monitoring: Administrator	Formative			Summative
	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 91% by May 2029.

Performance Objective 1: By the end of the 2025-2026 school year, Burleson students' attendance rate will reach 92.5%.

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: Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Every child will be assigned a meaningful classroom job that contributes to the well-being of the entire school community. Strategy's Expected Result/Impact: Students will feel motivated to attend school so they can fulfill their roles and contribute to the success of the School Family. Staff Responsible for Monitoring: Classroom Teacher	Formative			Summative
	Oct	Jan	Mar	May
				216
Strategy 2 Details	Reviews			
Strategy 2: The class with the highest weekly attendance will earn a class-wide fun activity. Strategy's Expected Result/Impact: Students will come to school and attendance will increase. Staff Responsible for Monitoring: Administrator	Formative			Summative
	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 91% by May 2029.

Performance Objective 2: By the end of the year, 85% of PreK students will demonstrate age-appropriate social skills--such as sharing, taking turns, and expressing needs appropriately--as measured by the CLI social-emotional assessment.

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: CLI Social Emotional Behaviors Data (BOY and EOY)

Strategy 1 Details	Reviews			
Strategy 1: Teachers, administrators will create visual schedules and visual expectations posters. Strategy's Expected Result/Impact: Students' SEL will be supported through age-appropriate visuals. Staff Responsible for Monitoring: Staff	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers, assistants and administrators will attend Conscious Discipline training. Strategy's Expected Result/Impact: Staff will feel empowered to support students' Social Emotional Learning. Staff Responsible for Monitoring: Administrator	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Guidance Apprentice will do weekly, developmentally appropriate, play-based guidance lessons with students. Strategy's Expected Result/Impact: Students will be engaged in developmentally appropriate guidance lessons. Staff Responsible for Monitoring: Guidance Apprentice	Formative			Summative
	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 91% by May 2029.

Performance Objective 3: 80% of PreK families will attend at least one school event or conference per semester.

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: Sign In Sheets

Strategy 1 Details	Reviews			
Strategy 1: Burleson will organize events that encourage families to participate in activities alongside their children. Strategy's Expected Result/Impact: Families will actively participate in school-related events together. Staff Responsible for Monitoring: Administrator	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Family event invitations and flyers will be translated into families' home languages, and bilingual staff will provide translation support during events. Strategy's Expected Result/Impact: The school will ensure that all communication is clear and accessible to parents. Staff Responsible for Monitoring: Administrator	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Burleson will host inclusive 'whole family' events where siblings are welcome, ensuring parents do not have to worry about childcare during school activities. Strategy's Expected Result/Impact: Burleson will work to remove barriers to family involvement, ensuring all families can actively participate in school activities. Staff Responsible for Monitoring: Administrator	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 1: By the end of the 2025-2026 school year, Burleson students' attendance rate will reach 92.5%.

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Every child will be assigned a meaningful classroom job that contributes to the well-being of the entire school community. Strategy's Expected Result/Impact: Students will feel motivated to attend school so they can fulfill their roles and contribute to the success of the School Family. Staff Responsible for Monitoring: Classroom Teacher ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The class with the highest weekly attendance will earn a class-wide fun activity. Strategy's Expected Result/Impact: Students will come to school and attendance will increase. Staff Responsible for Monitoring: Administrator ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 2: By the end of the 2025-2026 school year, 90% of prekindergarten students will demonstrate age-appropriate self-regulation and positive behavior choices, as indicated by a 75% decrease in major behavioral incidents requiring administrative intervention.

Evaluation Data Sources: Administrative Log

Strategy 1 Details	Reviews			
Strategy 1: School-wide behavior expectations will be explicitly through modeling, practice, and role-play. Strategy's Expected Result/Impact: Students will understand expectations Staff Responsible for Monitoring: Classroom Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Each classroom teacher will create predictable daily schedules with visual supports and transition warnings. Strategy's Expected Result/Impact: Students will explore and recognize patterns and develop a sense of predictability. Staff Responsible for Monitoring: Administrator ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 3: 100% of Burleson Early Education staff will have the opportunity to participate in Conscious Discipline training, along with other professional development aimed at enhancing students' social-emotional skills.

Evaluation Data Sources: Sign-in sheets, agendas, observations

Strategy 1 Details	Reviews			
Strategy 1: Monthly campus wide Conscious Discipline Brain Smart Start assemblies Strategy's Expected Result/Impact: Conscious Discipline's Brain Smart Start routine improves classroom environments by shifting students and teachers to an organized state, fostering connection, and reducing stress, which leads to better learning, increased social-emotional skills, higher academic achievement. Staff Responsible for Monitoring: Administrator, Teachers, Teaching Assistants, Counselor, Office staff Title I: 2.51, 2.52, 2.531 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				221
Strategy 2 Details	Reviews			
Strategy 2: Ongoing Conscious Discipline training will be provided for all Burleson Early Education Center staff members. Strategy's Expected Result/Impact: Conscious Discipline training significantly benefits both teachers and students by fostering emotional literacy, self-regulation, and executive functioning skills in students, leading to improved academic performance and fewer behavior issues. Staff Responsible for Monitoring: Administrator, Teachers, Teaching Assistants, Counselor, Office staff Title I: 2.52, 2.531, 2.534 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 1: 95% percent of Burleson students will demonstrate positive engagement behaviors--such as active participation, following routines, and interacting with peers--as measured through weekly teacher and staff observations.

Evaluation Data Sources: Observations

Strategy 1 Details	Reviews			
Strategy 1: Each classroom will establish clear visual boundaries to help students understand and follow daily routines. Strategy's Expected Result/Impact: Students will understand routines. Staff Responsible for Monitoring: Classroom teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Daily interactive visual schedules and routine charts will be displayed at child eye level throughout each classroom. Strategy's Expected Result/Impact: Students will be provided visual supports. Staff Responsible for Monitoring: Classroom teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Each classroom teacher will regularly rotate Independent Learning Center materials to sustain high levels of student interest and engagement. Strategy's Expected Result/Impact: Students will experience a variety of materials in each center. Staff Responsible for Monitoring: Classroom Teachers Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: 85% of families will report feeling welcomed and valued by school staff on the annual Title I survey.

Evaluation Data Sources: Campus survey

Strategy 1 Details	Reviews			
Strategy 1: Staff will be positioned at entry points during arrival and dismissal to personally greet families and foster a welcoming environment. Strategy's Expected Result/Impact: Families and students will feel recognized and valued. Staff Responsible for Monitoring: Administrator Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				224
Strategy 2 Details	Reviews			
Strategy 2: All staff members will be trained in customer service excellence, including warmly greeting families, making eye contact, offering kind and clear information, and using welcoming body language. Strategy's Expected Result/Impact: Families will feel a sense of belonging and comfort within the school community." Staff Responsible for Monitoring: All school staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 3: Burleson Early Education Center will provide a safe and supportive environment.

Evaluation Data Sources: Safeschools Training, Threat Assessment reports, Safety Audits

Strategy 1 Details	Reviews			
Strategy 1: All campus staff will complete training on child abuse awareness and prevention strategies. Strategy's Expected Result/Impact: Campus staff will develop awareness to foster a more supportive and responsive environment for students. Staff Responsible for Monitoring: Administrator, Teachers, Counselor TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				225
Strategy 2 Details	Reviews			
Strategy 2: The school counselor will provide staff with training on Trauma- and Grief-Informed practices and strategies for Educator Wellness to support both students and themselves. Strategy's Expected Result/Impact: To create a more supportive and collaborative environment for all students. Staff Responsible for Monitoring: Administrator, Teachers, Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District

Burnet Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



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Mission Statement

The purpose and commitment of Burnet Elementary is to empower, grow, and enhance the foundation of excellence through the courage to try and confidence to learn.

Vision

Through a growth mindset we will create, maintain, and continually work to improve the school community and culture by creating new positive engaging experiences which are embraced through setting high expectations for all, growing ourselves professionally and personally, taking risks, and creating teacher leaders so that students are afforded a positive environment to grow academically, socially, and emotionally.

Value Statement

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Building Burnet's Courageous and Confident Colts

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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: At Burnet Elementary, the percentage of students 1st-5th meeting or exceeding their Reading RIT goal will increase from 38th to 48th percentile from Spring 2024 to Spring 2025.

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: Beginning, Middle, and End of Year MAP Reports

Monthly iReady Reading Usage Reports

District Checkpoints

PLCs and Lesson Plans with a Focus on Student Engagement and Student Accountability

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Strategy 1 Details		Reviews			
Strategy 1: Teachers will follow the Assessment Data Protocol process when analyzing data and forming reteach plans during PLCs. Strategy's Expected Result/Impact: Reading intervention will be effective and student Reading scores will improve Staff Responsible for Monitoring: Admin, Teachers, and Instructional Reading Specialist Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

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: The percentage of students at Burnet Elementary K-5 meet or exceeding their Math RIT goal will increase from 42nd to the 52nd percentile to close the achievement gap from Fall to Spring MAP.

- Evaluation Data Sources:** Beginning, Middle, and End of Year MAP Reports
Monthly iReady Math and My Math Academy Usage Reports
Monthly Short Cycle Assessments in Reading
PLCs and Lesson Plans with a Focus on Student Engagement and Student Accountability

Strategy 1 Details	Reviews			
Strategy 1: Teachers will follow the DDI process when analyzing data and forming reteach plans during PLCs Strategy's Expected Result/Impact: Reading intervention will be effective and student Reading scores will improve Staff Responsible for Monitoring: Admin, Instructional Coach, MCL, and District Reading Coach Teachers Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				230
Strategy 2 Details	Reviews			
Strategy 2: Targeted, small group intervention at all grade levels to improve reading at grade level for teachers and identified students after school and training to increase student achievement. Strategy's Expected Result/Impact: High impact tutoring growth and leveled literacy intervention increasing success in Reading Staff Responsible for Monitoring: Admin, Instructional Coach, and District Reading Coach Teachers Title I: 2.51	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

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 2025, students at Burnet Elementary will increase from 22% Meets to 40% Meets on STAAR Math.

Evaluation Data Sources: Beginning, Middle, and End of Year MAP Reports
 Monthly iReady Math Usage Reports
 Monthly Short Cycle Assessments in Reading
 PLCs and Lesson Plans with a Focus on Student Engagement and Student Accountability

Strategy 1 Details	Reviews			
Strategy 1: Students will receive targeted intervention in Math incorporating Do the Math and Lonestar as well as increasing coaching for Tier One Instruction. Staff Responsible for Monitoring: Admin, Instructional Coach, and District Curriculum Support Teachers Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2	Formative			Summative
	Oct	Jan	Mar	May
				231
Strategy 2 Details	Reviews			
Strategy 2: Assessment Data Protocol process to understand and implement instruction, goal setting, and increased student engagement and student accountability. Staff Responsible for Monitoring: Admin, Instructional Coach, MCL II, and district curriculum support Teachers Title I: 2.51 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 4: By May of 2025, students at Burnet Elementary will perform at the Meets level in 3rd-5th Reading STAAR increasing from 24% in 2024 to 35% in 2025.

Evaluation Data Sources: Beginning, Middle, and End of Year MAP Reports
Monthly iReady Reading Usage Reports
Monthly Short Cycle Assessments in Reading
PLCs and Lesson Plans with a Focus on Student Engagement and Student Accountability

Strategy 1 Details	Reviews			
Strategy 1: Student goal-setting, parent data talks, and small group targeted intervention incorporating the Science of Teaching Reading (K-3) and Read 180 Staff Responsible for Monitoring: Admin, Instructional Coach, and District Reading Coach. MCL I, Teachers Title I: 2.51, 2.53	Formative			Summative
	Oct	Jan	Mar	May
				232
No Progress Accomplished Continue/Modify Discontinue				

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 5: By May of 2025, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 2% in 2024 to 30%.

Evaluation Data Sources: Beginning, Middle, and End of Year Science MAP Reports
Implementing and Monitoring New Science Curriculum
Short Cycle Assessments in Science (3rd-5th grades)
PLCs and Lesson Plans with a Focus on Student Engagement and Student Accountability

Strategy 1 Details	Reviews			
Strategy 1: MCL and leadership will implement the Assessment Data Protocol, develop TEKS knowledge (Internalizing instruction), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Checkpoints monitoring meets percentage Staff Responsible for Monitoring: MCL, Teachers, Instructional Specialist, Admin Title I: 2.51 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	May
				233
Strategy 2 Details	Reviews			
Strategy 2: Science will be taught using district-approved resources in grades K-5 a minimum of 30 minutes per day. Strategy's Expected Result/Impact: Checkpoints monitoring the meets percentage for growth and meets percentage of highly tested TEKS Staff Responsible for Monitoring: Teachers, Instructional Specialist, Admin Title I: 2.51	Formative			Summative
	Oct	Jan	Mar	May
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 1: At Burnet Elementary, the percentage of 3rd grade students performing at the Meets level will increase from 29% in 2024 to 40% on the 2025 STAAR Reading test.

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%

Evaluation Data Sources: Beginning, Middle, and End of Year MAP Reports
Monthly iReady Reading Usage Reports
Monthly Short Cycle Assessments in Reading
PLCs and Lesson Plans with a Focus on Student Engagement and Student Accountability

Strategy 1 Details	Reviews			
Strategy 1: Burnet will hold Professional Learning Communities weekly to focus on Tier 1 instruction and implement the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path. Strategy's Expected Result/Impact: Effective planning, instructional delivery, and assessment alignment Staff Responsible for Monitoring: Principal, Instructional Specialist, Assistant Principal, Grade Level Teachers, Reading Coach, Special Education Staff TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Third grade students will receive intentional intervention on Reading using Leveled Literacy Instruction, iReady personalized learning paths, and small group reading lessons for Tier 2 and Tier 3 progress monitoring. Strategy's Expected Result/Impact: Third grade students will be monitored on small growth goals every three weeks and long term goals using SCAS, Beginning and Middle of the Year MAP, and Fall and Spring District Benchmarks. Staff Responsible for Monitoring: Principal, Instructional Specialist, Assistant Principal, Grade Level Teachers, Reading Coach, Special Education Staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: 3rd grade students at Burnet Elementary will be strategically placed in intervention groups using End of Year MAP data for high impact tutoring in Reading using AirTutors or FEV tutoring according to student learning need. Strategy's Expected Result/Impact: Students will increase vocabulary skills and comprehension to meet targeted goals in reading and writing. Staff Responsible for Monitoring: Principal, Instructional Specialist, Assistant Principal, Grade Level Teachers, Reading Coach, Special Education Staff	Formative			Summative
	Oct	Jan	Mar	May
 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: At Burnet Elementary, K-2nd grade students will show growth on their Reading MAP Assessment from 32% to 55% of meeting or exceeding their individual growth goal from Spring to Spring data. (Kinder Fall to Spring)

Evaluation Data Sources: Reading MAP MOY and EOY
iReady Diagnostics and Student Usage Reports
District Checkpoints in Reading

Strategy 1 Details		Reviews			
Strategy 1: Kinder to 2nd grade students at Burnet Elementary will be provided with high quality lessons during Tier 1 whole group instruction time and focuses targeted intervention during small group instruction. Strategy's Expected Result/Impact: All students will show one year of reading growth as measured by iReady and MAP. Staff Responsible for Monitoring: Admin Teachers Title I: 2.51, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
					236
Strategy 2 Details		Reviews			
Strategy 2: Burnet Professional Learning Communities will focus on targeted TEK instruction and the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path. Strategy's Expected Result/Impact: Effective planning, instructional delivery, and assessment alignment Staff Responsible for Monitoring: Principal, Instructional Specialist, Assistant Principal, Grade Level Teachers, Reading Coach, Special Education Staff Title I: 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May



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 3: At Burnet Elementary, K-3rd grade students meet achievement on Reading MAP Assessment from 26% to 38% on their individual achievement target from Spring to Spring data. (Kinder Fall to Spring)

Evaluation Data Sources: Reading MAP MOY and EOY
iReady Diagnostics and Student Usage Reports
District Checkpoints in Reading
Fall and Spring District Benchmarks

Strategy 1 Details	Reviews			
Strategy 1: All teachers Kinder to 3rd grade will receive coaching and support to increase student engagement and accountability on grade level readiness TEKS with a focus on vocabulary and comprehension. Strategy's Expected Result/Impact: Effective planning, instructional delivery, and assessment alignment Staff Responsible for Monitoring: Admin, Instructional Specialist, MCL Teachers Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				238
Strategy 2 Details	Reviews			
Strategy 2: K-3 classroom teachers, reading coach and part-time reading tutor will target at risk populations and utilize LLI four times a week for 45 minutes per group; iReady reading usage 30 minutes daily while adhering to the ECISD ELAR Framework. Strategy's Expected Result/Impact: Student's will be monitored by weekly iReady student usage reports to ensure growth goal is met and MAP assessments monitored BOY to MOY to ensure RIT goal is met. Staff Responsible for Monitoring: Classroom Teachers, Reading Coach, Targeted Tutoring Admin Title I: 2.51, 2.53	Formative			Summative
	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 91% by May 2029.

Performance Objective 1: School Connectedness panorama data will increase from 59% to 75%.

Evaluation Data Sources: Fall and Spring Panorama Data Reports

Strategy 1 Details	Reviews			
Strategy 1: Teachers will deliver weekly iLead lessons to students. Strategy's Expected Result/Impact: Increase School Connectedness Staff Responsible for Monitoring: Teachers and Counselor Title I: 2.51, 2.531 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Schoolwide discipline plan with a focus on Emergent Tree in all grade levels K-5th to foster a strong and positive school climate and culture. Strategy's Expected Result/Impact: Increase School Connectedness Staff Responsible for Monitoring: Administrators and Teachers Title I: 2.51, 2.53 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	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 91% by May 2029.

Performance Objective 2: Student daily attendance will increase from 92% to 95% by May 2026.

Evaluation Data Sources: Monthly Attendance Dashboard, Parent Communication regarding the importance of attendance, Parent conferences including attendance growth goals.

Strategy 1 Details	Reviews			
Strategy 1: Leadership team will hold attendance celebrations once a month for students and/or grade levels meeting 95% attendance. Strategy's Expected Result/Impact: Increased instructional minutes and student achievement Staff Responsible for Monitoring: Teachers, Data Clerk, Counselor, and Admin Title I: 2.52, 2.531 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				240
Strategy 2 Details	Reviews			
Strategy 2: Teachers will follow the district truancy plan to contact parents at two absences a month and document in Eduphoria on Contact form. Strategy's Expected Result/Impact: Increased communication and student attendance Staff Responsible for Monitoring: Teachers, Data Clerk, Counselor, and Admin Title I: 2.51 - TEA Priorities: Improve low-performing schools	Formative			Summative
	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 91% by May 2029.

Performance Objective 3: 100% of 4-5 grade students will utilize AVID strategies to promote college readiness.

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers in grades 3rd-5th will attend AVID Basic Training or Advanced Training based on their needs. Strategy's Expected Result/Impact: Improve AVID knowledge and understanding. Improve AVID implementation. Staff Responsible for Monitoring: Admin , Counselor, Teachers Title I: 2.51 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				241
Strategy 2 Details	Reviews			
Strategy 2: 100% of classroom teachers in grades 3rd-5th grade will implement at least one AVID strategies per week during the 2023-24 school year. Strategy's Expected Result/Impact: Increased engagement, goal-setting and college and career readiness. Staff Responsible for Monitoring: Teachers, Admin, Counselors Title I: 2.532 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 1: ECISD will improve the implementation of TEKS-based, rigorous, and relevant curriculum supported by high-quality instructional strategies to 80% for all subjects district-wide by May 2026.

Evaluation Data Sources: Learning walk documentation, Checkpoints, NWEA Map

Strategy 1 Details	Reviews			
Strategy 1: Academics and Accountability will provide and support the implementation of the district approved curriculum, calendars, and professional learning models for all subjects. Strategy's Expected Result/Impact: 100% of students will have access to high quality instructional materials for Tier one instruction. Staff Responsible for Monitoring: Administrators, teachers, Multi-classroom leaders, instructional specialist and all support staff. Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
				242
Strategy 2 Details	Reviews			
Strategy 2: Academics and Accountability will provide support for Burnet in the Assessment Data Protocol processes through PLC support & professional development. Strategy's Expected Result/Impact: Improved tier 1 instruction and intentional & targeted backwards planning based on student needs and data. Staff Responsible for Monitoring: Academics and Accountability, Burnet Leadership Team, Teachers and Support Staff Title I: 2.51 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: Increase attendance rate from 92.1. % to 95.% for all students by May of 2026.

Evaluation Data Sources: Attendance Rate report in FOCUS and Community Outreach Center Data.

Strategy 1 Details	Reviews			
Strategy 1: Burnet must strengthen attendance monitoring, truancy procedures, and family partnerships to ensure students are present and engaged every day. Strategy's Expected Result/Impact: Increased Attendance Rate Staff Responsible for Monitoring: Staff, MTSS Committee, Administrators Title I: 2.51	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Burnet will continue to implement the MTSS framework monitoring the academic, behavior, and social emotional needs of students along with attendance to ensure that students are meeting grade level goals for growth and achievement. Strategy's Expected Result/Impact: Increased Identification and Success of Students in Need Increased Attendance Staff Responsible for Monitoring: Staff, MTSS Committee, Administrators Title I: 2.51, 2.531	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 3: Increase student engagement and participation in classrooms by 10%, as measured by teacher observational data, student surveys, and classroom behavior reports.

Evaluation Data Sources: Surveys
Behavior Reports
Checkpoint/MAP Data
Walk Throughs

Strategy 1 Details	Reviews			
Strategy 1: Integrate student-centered instructional strategies such as cooperative learning, Blended Learning, and use of technology. Strategy's Expected Result/Impact: Decrease in Number of Behavior Reports MAP Growth BOY to MOY Checkpoint scoring at meets level Engaging Lessons Staff Responsible for Monitoring: Teachers MCL, Instructional Coaches, Admin Title I: 2.51	Formative			Summative
	Oct	Jan	Mar	May
				245
 No Progress  Accomplished  Continue/Modify  Discontinue				

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, 2.533 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	May
				246
Strategy 2 Details	Reviews			
Strategy 2: 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 Title I: 2.51, 2.53 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 2: Student sense of belonging and engagement will increase from 56% to 70 % 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 holistic needs of all students. Staff Responsible for Monitoring: Admin, Instructional Specialist, MCL Teachers Title I: 2.51	Formative			Summative
	Oct	Jan	Mar	May
				247
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 73%. Staff Responsible for Monitoring: Counselor, Leadership Team, Teachers Title I: 2.52, 2.531 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District

Cameron Dual Language Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



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Mission Statement

Cameron Elementary will ensure high levels of learning in English and Spanish in order to cultivate bilingual and biliterate students who contribute to a multicultural, diverse, global society.

La escuela Primaria Cameron asegurará altos niveles de aprendizaje en inglés y español para cultivar estudiantes bilingües que contribuyan a una sociedad multicultural, diversa y global.

Vision

Cameron Elementary will become the premier two-way dual language campus in Texas.

La escuela Cameron se convertirá en la principal escuela de dos idiomas de dos vías en Texas.

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Cameron Elementary will ensure high levels of learning in English and Spanish in order to cultivate bilingual and biliterate students who contribute to a multicultural, diverse, global society. 2

La escuela Primaria Cameron asegurará altos niveles de aprendizaje en inglés y español para cultivar estudiantes bilingües que contribuyan a una sociedad multicultural, diversa y global. 2

 Cameron Elementary will become the premier two-way dual language campus in Texas. 2

 La escuela Cameron se convertirá en la principal escuela de dos idiomas de dos vías en Texas. 2

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. 8

 Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029. 12

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Board Goals

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

Performance Objective 1: By May of 2026, the % of students performing at the MEETS level on 3rd-6th Math STAAR will increase from 48% to 60%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews 251			
Strategy 1: PreK through 6th-grade teachers will participate in lead4ward training (PreK-6th access4all, 3rd-6th Rockin' Review). Strategy's Expected Result/Impact: Teachers will be able to use the lead4ward tools and resources in instructional planning, enhance activities with the Instructional Strategies Playlist, discover ways to expand student thinking, move instructional planning to action, explore options for universal accessibility the instructional materials that ensure access to the rigor of instruction, connect learning to student success. Staff Responsible for Monitoring: Administrators Funding Sources: lead4ward professional learning - Title One School-wide - \$27,500	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Implement the 9-Week ECISD PLC Framework with Kinder-6th grade teachers. Strategy's Expected Result/Impact: This framework outlines a 9-week PLC model implemented twice per semester, integrating DuFour's PLC guiding questions with high-impact practices from Bambrick-Santoyo and other research-based models. It focuses on turning data into action. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: 3rd - 6th grade teachers will utilize iReady Think Up resources to prepare students for the rigor of the STAAR test. Strategy's Expected Result/Impact: These resources will be beneficial to Cameron teachers and students because teachers already have access to the teacher toolbox, have been trained on ThinkUp Resources, and have used these resources before in the classroom. Funding Sources: Think Up Resources - Title One School-wide - \$11,000	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: By May of 2026, the % of students performing at the MEETS level on 3rd-6th Reading STAAR will increase from 48% to 60%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
Strategy 1: PreK through 6th-grade teachers will participate in lead4ward training (PreK-6th access4all, 3rd-6th Rockin' Review). Strategy's Expected Result/Impact: Teachers will be able to use the lead4ward tools and resources in instructional planning, enhance activities with the Instructional Strategies Playlist, discover ways to expand student thinking, move instructional planning to action, explore options for universal accessibility the instructional materials that ensure access to the rigor of instruction, connect learning to student success. Staff Responsible for Monitoring: Administrators.	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Implement the 9-Week ECISD PLC Framework with Kinder-6th grade teachers. Strategy's Expected Result/Impact: This framework outlines a 9-week PLC model implemented twice per semester, integrating DuFour's PLC guiding questions with high-impact practices from Bambrick-Santoyo and other research-based models. It focuses on turning data into action.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: 3rd - 6th grade teachers will utilize iReady Think Up resources to prepare students for the rigor of the STAAR test. Strategy's Expected Result/Impact: These resources will be beneficial to Cameron teachers and students because teachers already have access to the teacher toolbox, have been trained on ThinkUp Resources, and have used these resources before in the classroom.	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 25% to 40%.

Indicators of Success:

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

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: PreK through 6th-grade teachers will participate in lead4ward training (PreK-6th access4all, 3rd-6th Rockin' Review). Strategy's Expected Result/Impact: Teachers will be able to use the lead4ward tools and resources in instructional planning, enhance activities with the Instructional Strategies Playlist, discover ways to expand student thinking, move instructional planning to action, explore options for universal accessibility the instructional materials that ensure access to the rigor of instruction, connect learning to student success.	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Implement the 9-Week ECISD PLC Framework with Kinder-6th grade teachers. Strategy's Expected Result/Impact: This framework outlines a 9-week PLC model implemented twice per semester, integrating DuFour's PLC guiding questions with high-impact practices from Bambrick-Santoyo and other research-based models. It focuses on turning data into action.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: The 5th grade Science teacher will utilize iReady Think Up, Science Cut Ups, EdPuzzle, and Flocabulary resources to prepare students for the rigor of the STAAR test. Strategy's Expected Result/Impact: These resources will be beneficial to Cameron teachers and students because teachers already have access to the teacher toolbox, have been trained on have used these resources before in the classroom.	Formative			Summative
	Oct	Jan	Mar	May
 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 1: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 57% to 65%

Indicators of Success:

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: End of the Year MAP Results

Strategy 1 Details	Reviews			
Strategy 1: PreK through 3rd-grade teachers will participate in lead4ward training (PreK-6th access4all, 3rd-6th Rockin' Review). Strategy's Expected Result/Impact: Teachers will be able to use the lead4ward tools and resources in instructional planning, enhance activities with the Instructional Strategies Playlist, discover ways to expand student thinking, move instructional planning to action, explore options for universal accessibility the instructional materials that ensure access to the rigor of instruction, connect learning to student success. Staff Responsible for Monitoring: Instructional Leadership Team: Principal, Assistant Principal, Dual Language Specialist	Formative			Summative
	Oct	Jan	Mar	May
				255
Strategy 2 Details	Reviews			
Strategy 2: Implement the 9-Week ECISD PLC Framework with Kinder-3rd grade teachers. Strategy's Expected Result/Impact: This framework outlines a 9-week PLC model implemented twice per semester, integrating DuFour's PLC guiding questions with high-impact practices from Bambrick-Santoyo and other research-based models. It focuses on turning data into action. Staff Responsible for Monitoring: Instructional Leadership Team: Principal, Assistant Principal, Dual Language Specialist	Formative			Summative
	Oct	Jan	Mar	May
 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: The % K-3 students will show growth from 93% to 100% on their READING MAP ASSESSMENT.

Indicators of Success:

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will create student data folders for tracking BOY, MOY, & EOY MAP Reading growth and monthly IStation and iReady Reading progress. Strategy's Expected Result/Impact: Generate student and parent awareness of progress in Reading, their level, highlight the students' needs, and provide a two-way communication between parents and teachers.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Kinder & 1st grade teachers will participate in Year 1 of Blended Learning implementation for the Reading Language Arts block. Strategy's Expected Result/Impact: Teachers will utilize a systematic approach to assessment and data informed teaching to design and deliver instruction based on students' specific learning needs, monitor student learning, and provide feedback.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Cameron will hire two full-time aides for kindergarten. A full-time aide will be assigned to each partner pair. Strategy's Expected Result/Impact: The expectation is that aides are available to support the teachers with behavior, classroom management, the preparation of instructional materials, and other duties so that teachers can focus on whole group and small-group instruction with minimal disruptions. Staff Responsible for Monitoring: Administrators and kindergarten teachers. Funding Sources: Full time pay for Title I Aides - Title One School-wide - \$66,000	Formative			Summative
	Oct	Jan	Mar	May
 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 3: The % of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 44% to 60%.

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%

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will create student data folders for tracking BOY, MOY, & EOY MAP Reading growth and monthly IStation and iReady Reading progress. Strategy's Expected Result/Impact: Generate student and parent awareness of progress in Reading, their level, highlight the students' needs, and provide a two-way communication between parents and teachers. Staff Responsible for Monitoring: Administrators.	Formative			Summative
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				257
Strategy 2 Details	Reviews			
Strategy 2: 3rd grade teachers will participate in lead4ward training (PreK-6th access4all, 3rd-6th Rockin' Review). Strategy's Expected Result/Impact: Teachers will be able to use the lead4ward tools and resources in instructional planning, enhance activities with the Instructional Strategies Playlist, discover ways to expand student thinking, move instructional planning to action, explore options for universal accessibility the instructional materials that ensure access to the rigor of instruction, connect learning to student success. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Implement the 9-Week ECISD PLC Framework with Kinder-6th grade teachers. Strategy's Expected Result/Impact: This framework outlines a 9-week PLC model implemented twice per semester, integrating DuFour's PLC guiding questions with high-impact practices from Bambrick-Santoyo and other research-based models. It focuses on turning data into action.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details		Reviews			
Strategy 4: 3rd - 6th grade teachers will utilize iReady Think Up resources to prepare students for the rigor of the STAAR test. Strategy's Expected Result/Impact: These resources will be beneficial to Cameron teachers and students because teachers already have access to the teacher toolbox, have been trained on ThinkUp Resources, and have used these resources before in the classroom.		Formative			Summative
		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 1: School Connectedness panorama data will increase from 57% to 65%.

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: Panorama Survey EOY Data

Strategy 1 Details	Reviews			
Strategy 1: Kinder-6th grade students will participate in iLead social-emotional lessons provided by their classroom teachers once every week. Strategy's Expected Result/Impact: Students will be knowledgeable about mental health by completing activities that will help them feel cared for by their teachers and peers. Staff Responsible for Monitoring: Administrators and Counselor.	Formative			Summative
	Oct	Jan	Mar	May
				259
Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive training on the proper administration of the Fall and Spring Panorama surveys. Strategy's Expected Result/Impact: Students will understand the importance of the survey and complete the survey in a quiet, safe, and secure environment. Staff Responsible for Monitoring: Assistant Principal and Dual Language Specialist	Formative			Summative
	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: AVID WICOR Strategies will be implemented in 100% of PreK-6th grade classrooms.

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%, 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%, 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: Classroom walkthroughs and lesson plan reviews.

Strategy 1 Details	Reviews			
Strategy 1: Prek-6th grade teachers will participate in AVID WICOR professional learning. Strategy's Expected Result/Impact: Classroom teachers will be equipped to incorporate WICOR strategies in their lessons. AIVD Strategies are used in the classroom and are evident in student work. Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Oct	Jan	Mar	May
				260
Strategy 2 Details	Reviews			
Strategy 2: PreK-6th grade students will use AVID planners to note instructional objectives, goals, and behavior. Strategy's Expected Result/Impact: The expectation is that students will take ownership of their learning and be held accountable for their progress. Staff Responsible for Monitoring: Campus administrators.	Formative			Summative
	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 3: Student daily attendance will increase from 95.9% to 97%.

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%

Strategy 1 Details		Reviews			
Strategy 1: The attendance clerk will run weekly and monthly attendance reports and contact parents of students with chronic absences. Strategy's Expected Result/Impact: Parents will be informed about the importance of student attendance and receive assistance if needed.		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Hold attendance raffles at the end of every nine weeks. Strategy's Expected Result/Impact: Encourage students to attend school every day.		Formative			Summative
		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 4: Exclusionary disciplinary infractions will decrease from 5% to 2%.

Indicators of Success:

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

Evaluation Data Sources: Discipline referrals

Strategy 1 Details	Reviews			
Strategy 1: 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 and counselor.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: All PreK-6th 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: Counselor				262
	Formative			Summative
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 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 5: 100% of 3rd-6th grade students will utilize Avid planners 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%,
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: AVID binder checks, students using the AVID binders

Strategy 1 Details	Reviews			
Strategy 1: Training will be provided for all new staff and refreshers over the AVID strategies will be provided for all 3rd-6th grade teachers. Strategy's Expected Result/Impact: AVID Planner Strategies are used in the classroom and are evident in student work. Staff Responsible for Monitoring: Assistant Principal. Funding Sources: Student Planners - Title One School-wide - \$2,500	Formative			Summative
	Oct	Jan	Mar	May
				263
Strategy 2 Details	Reviews			
Strategy 2: All staff members will be encouraged to participate in college awareness days. Strategy's Expected Result/Impact: Students are exposed and made aware of all the options that they have for college. Staff Responsible for Monitoring: Administrator.	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2026, student daily attendance will increase from 95.7% to 97%.

Evaluation Data Sources: Attendance reports from Focus

Strategy 1 Details	Reviews			
Strategy 1: The attendance clerk will run weekly and monthly attendance reports and contact parents of students with chronic absences. Strategy's Expected Result/Impact: Parents will be informed about the importance of student attendance and receive assistance if needed.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Hold attendance raffles at the end of every nine weeks. Strategy's Expected Result/Impact: Encourage students to attend school every day.	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2026 100% percent of teachers assigned to GT cluster classrooms in grades K-6 will be trained in implementing Depth & Complexity strategies in core instruction.

Evaluation Data Sources: Professional learning sign in sheets.

Strategy 1 Details	Reviews			
Strategy 1: All Kinder and 1st & 2nd grade GT Cluster teachers and all 3rd-6th grade teachers will attend beginning of the year GT job-alike professional learning session delivered by the Advanced Academic Services department. Strategy's Expected Result/Impact: This session is designed to support and connect our GT Cluster Teachers across the district. This is a valuable opportunity for them to talk through the YAG for GT, learn strategies including Depth and Complexity, collaborate with grade-level peers, share strategies, and strengthen support for our advanced learners. Staff Responsible for Monitoring: Administrators and GT Specialists.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Kinder-6th grade teachers will receive support from district GT Specialists. Strategy's Expected Result/Impact: The GT specialists will be visiting with teachers and their classrooms to provide support with the implementation of GT strategies to strengthen and support our advanced learners.	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 3: Cameron will improve the implementation of TEKS-based, rigorous, and relevant curriculum supported by high-quality instructional strategies to 100% for all subjects by May 2026.

Evaluation Data Sources: Daily walkthroughs, Lesson plan review, weekly PLC meetings, analysis of Checkpoint data

Strategy 1 Details	Reviews			
Strategy 1: PreK through 6th-grade teachers will participate in lead4ward training (PreK-6th access4all, 3rd-6th Rockin' Review). Strategy's Expected Result/Impact: Teachers will be able to use the lead4ward tools and resources in instructional planning, enhance activities with the Instructional Strategies Playlist, discover ways to expand student thinking, move instructional planning to action, explore options for universal accessibility the instructional materials that ensure access to the rigor of instruction, connect learning to student success. Staff Responsible for Monitoring: Instructional Leadership Team: Principal, Assistant Principal, Dual Language Specialist	Formative			Summative
	Oct	Jan	Mar	May
				266
Strategy 2 Details	Reviews			
Strategy 2: Implement the 9-Week ECISD PLC Framework with Kinder-6th grade teachers. Strategy's Expected Result/Impact: This framework outlines a 9-week PLC model implemented twice per semester, integrating DuFour's PLC guiding questions with high-impact practices from Bambrick-Santoyo and other research-based models. It focuses on turning data into action. Staff Responsible for Monitoring: Instructional Leadership Team: Principal, Assistant Principal, Dual Language Specialist	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 1: By Spring 2025, School Connectedness Panorama Data will increase from 57% to 65%.

Evaluation Data Sources: Panorama Survey.

Strategy 1 Details	Reviews			
Strategy 1: Kinder-6th grade students will participate in iLead social-emotional lessons provided by their classroom teachers once a week. Strategy's Expected Result/Impact: Students will be knowledgeable about mental health by completing activities that will help them feel cared for by their teachers and peers. Staff Responsible for Monitoring: Assistant Principal and Dual Language Specialist	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive training on the proper administration of the Fall and Spring Panorama surveys. Strategy's Expected Result/Impact: Students will understand the importance of the survey and complete the survey in a quiet, safe, and secure environment. Staff Responsible for Monitoring: Assistant Principal and Dual Language Specialist	Formative			Summative
	Oct	Jan	Mar	May ²⁶⁷
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 2: Exclusionary disciplinary infractions will decrease from 5% to 2%.

Evaluation Data Sources: Discipline referrals.

Strategy 1 Details	Reviews			
Strategy 1: 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 and counselor.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: All PreK-6th 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.	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 3: Student daily attendance will increase from 95.9% to 97%.

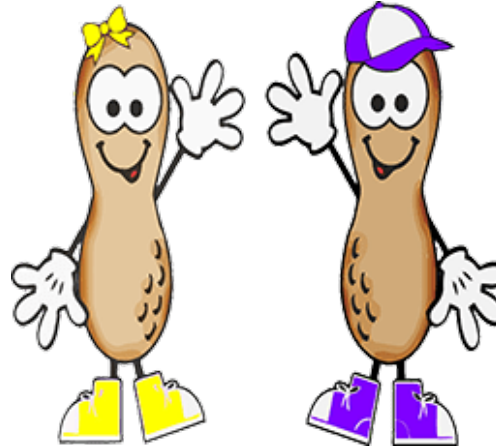
Evaluation Data Sources: Attendance reports from Focus.

Strategy 1 Details	Reviews			
Strategy 1: The attendance clerk will run weekly and monthly attendance reports and contact parents of students with chronic absences. Strategy's Expected Result/Impact: Parents will be informed about the importance of student attendance and receive assistance if needed.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Hold attendance raffles at the end of every nine weeks. Strategy's Expected Result/Impact: Encourage students to attend school every day.	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District

Carver Early Education Center

2025-2026 Board Goals/Performance Objectives/Strategies



270

Vision

Carver Early Education Center will be recognized as a leader in early childhood education, where every child's unique potential is celebrated and nurtured. We aspire to create a model learning community that embraces diversity, empowers families as partners, and equips students with the foundational skills, confidence, and curiosity to thrive in school and beyond.

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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: 92% of Pre-K 4 students will be able to produce 20 letter sounds by the end of the 2025-2026 school year using CLI data.

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, 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: Instructional Coach Support, CLI Wave 1 Data, Report Card Data, Istation, Estrellita, and Administrative and Instructional Coach walkthroughs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Planning and modeling during PLC's to teach letters and alphabet principles daily through Morning Message, Istation Data, Interactive Letter Walls, Small Groups, and Independent Learning Centers. Strategy's Expected Result/Impact: Classroom structures will provide learning and set expectations for all PreK4 students. Staff Responsible for Monitoring: Administrator, Instructional Coach and Teachers Title I: 2.51, 2.52, 2.53, 2.535 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement daily small-group phonemic awareness and phonics lessons using evidence-based resources (e.g., Frog Street Press, Estrellita for dual language learners.) Strategy's Expected Result/Impact: Classroom structures will provide learning and set expectations for all PreK4 students. Staff Responsible for Monitoring: Administrator, Instructional Coach and Teachers Title I: 2.51, 2.52, 2.53, 2.535 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Families will receive hands-on materials, such as letter-sound flashcards, take-home literacy bags, and modeled strategies during Academic Parent Teacher Team (APTT) meetings. Strategy's Expected Result/Impact: Parents will be empowered to practice letter sounds at home through fun, interactive activities. Staff Responsible for Monitoring: Administrator, Instructional Coach and Teachers Title I: 2.51, 2.52, 2.53, 2.535 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

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: 92% of Pre-K 4 students will be able to rote count to 30 by the end of the 2025-2026 school year using CLI data.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, 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: Instructional Coach Support, CLI Wave 1 Data, Report Card Data, and Administrative and Instructional Coach walkthroughs.

Strategy 1 Details	Reviews			
Strategy 1: Planning and modeling during PLC's to teach number sense and mathematical principles daily through Morning Messages, Interactive Number Walls, Small Math Groups, and Independent Math Learning Centers. Strategy's Expected Result/Impact: Classroom structures will provide learning opportunities and set expectations for all PreK4 students. Staff Responsible for Monitoring: Administrator, Instructional Coach and Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 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: Educational Software for Guiding Instruction will be used to help drive instructional focus for differentiation in literacy center and Small Groups by collecting data for each student. Strategy's Expected Result/Impact: Monthly testing will provide on-going PreK Data. Staff Responsible for Monitoring: Classroom teachers and administrator Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Achievement 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: Classrooms will use manipulatives, songs, movement activities, and math games (e.g., counting cubes, number lines, number songs, and counting games during centers) to reinforce rote counting in an engaging, multisensory way. Strategy's Expected Result/Impact: Students will engage in multisensory learning experiences that increase participation, strengthen number recognition, and build fluency in rote counting. Staff Responsible for Monitoring: Classroom teachers and administrator Title I: 2.51, 2.52, 2.53, 2.535 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May ^{2/6}
 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 1: Increase Phonological Awareness performance to 85% between the CLI BOY and EOY.

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, 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: BOY and EOY CLI scores, Report Card Data, Istation Data, Small Group Data, ESGI Data and Academic Parent Teacher Team Conferences

Strategy 1 Details		Reviews			
Strategy 1: Incorporating intentional singing and chanting through songs from the Frog Street Curriculum to support language development, memory recall, and foundational academic concepts in an engaging and developmentally appropriate manner. Strategy's Expected Result/Impact: Incorporate songs, chants, and nursery rhymes that emphasize different sounds and phonemic patterns. Staff Responsible for Monitoring: Teachers and Instructional Aides Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 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: Weekly lesson plans showing strategies to intentionally differentiate letters and alphabet principles done daily through Morning Message, Interactive Letter Walls, Literacy Small Groups, and Independent Learning Centers. Strategy's Expected Result/Impact: Pre K 4 students will leave Carver with a strong emerging reader foundation. Staff Responsible for Monitoring: Administrators, Classroom Teachers, Instructional Aides Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue 278				

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: 85% of Pre-K 4 students will identify 26 upper case and lower case letters by the end of the 2024-2025 school year.

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, 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: BOY and EOY CLI scores, Report Card Data, Istation Data, Small Group Data, ESGI and Academic Parent Teacher Team Conferences

Strategy 1 Details	Reviews			
Strategy 1: Campus Administrators and Instructional Coach will conduct walkthroughs, observations/coaching sessions and provide actionable feedback. Strategy's Expected Result/Impact: Classroom Instruction will improve to meet the needs of students. Staff Responsible for Monitoring: Administrators and Instructional Coach Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
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				279
Strategy 2 Details	Reviews			
Strategy 2: Building a strong Academic Parent Teacher Team to provide strategies, activities, and an explanation of data to help the success of each student. Strategy's Expected Result/Impact: Parents and Classroom Teachers will work together to build a strong foundation for emerging readers by creating activities to support learning at home. Staff Responsible for Monitoring: Administrators, and Classroom Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May



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 3: The display of the vocabulary word with drawings, illustration, or photographs on the board during the current unit and then on the word wall after the unit.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: Students language and understanding of new vocabulary words will help an abstract object become a concrete thought.

Strategy 1 Details	Reviews			
Strategy 1: Purposefully integrate storybooks rich in target vocabulary to actively reinforce and deepen students' understanding during instruction. Strategy's Expected Result/Impact: A growth in vocabulary and conceptual knowledge. Staff Responsible for Monitoring: Administrators, Instructional Coach, Teacher and Instructional Aides. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
				281
Strategy 2 Details	Reviews			
Strategy 2: Create text to self connections or real world experiences within discussions, read alouds, and center activities. Strategy's Expected Result/Impact: Enhancing comprehension and learning about content, language, and culture. Staff Responsible for Monitoring: Administrators, Instructional Coach, Teacher and Instructional Aides. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	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 1: Teachers will use proactive strategies from Conscious Discipline to support students' sense of connectedness , belonging, and SEL 100% of the time.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, 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: Students will feel valued every day and will enjoy coming to school ultimately encouraging them to stay in school.

Strategy 1 Details	Reviews			
Strategy 1: Campus Training, Coaching, and Opportunities to build on Conscious Discipline Knowledge. Strategy's Expected Result/Impact: Staff, Parents, and Students will feel supported through Conscious Discipline Strategies. Staff Responsible for Monitoring: Administrators, Instructional Coach, Classroom Teachers, Instructional Aides Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
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				283
Strategy 2 Details	Reviews			
Strategy 2: Parent Conscious Discipline Training. Strategy's Expected Result/Impact: Parents will understand how to expand the Conscious Discipline Strategies at home. This will help connect school to home. Staff Responsible for Monitoring: Administrators, Instructional Coach, Classroom Teachers, Instructional Aides Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
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No Progress



Accomplished



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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: Carver Early Education Center student attendance will increase from 90% to 92% by the end of the 2025-2026 school year.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, 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: CLI Data, Istation Data, Report Card Data and District Reports

Strategy 1 Details	Reviews			
Strategy 1: 9 Week Perfect Attendance Recognition. Strategy's Expected Result/Impact: Students will receive recognition, a token for our Book Vending Machine, a college T-shirt of their choosing, and parents will be entered to win a \$50 gas card. Staff Responsible for Monitoring: Campus Administrator will provide T-shirts and gas card. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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				285
Strategy 2 Details	Reviews			
Strategy 2: 100% communication between school and home, when students have been out more than 3 consecutive days. Strategy's Expected Result/Impact: Families will feel supported and know their child has been missed. Staff Responsible for Monitoring: Office Staff, Administrator, Classroom Teacher and School Counselor Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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 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 3: Using Conscious Discipline strategies, teachers and instructional aides will design routine books, visual supports, and aligned curriculum to promote positive behavior and increase student success by establishing a structured and supportive Safe Place within our school.

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, 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: Staff and students will create routines.

Strategy 1 Details	Reviews			
Strategy 1: Collaboratively create picture-based routine books that outline daily transitions and expected behaviors. Strategy's Expected Result/Impact: Staff and students will create routines. Staff Responsible for Monitoring: Administrators, Teacher, Instructional Aides and Instructional Coach Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Embed short lessons on conflict resolution and model problem-solving during circle time and during guidance lessons with the Counselor. Strategy's Expected Result/Impact: Students will have guidance to help regulate their emotional needs. Staff Responsible for Monitoring: Administrators, Counselors, Instructional Coach, Teacher, and Instructional Aide Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.535 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 1: Carver Early Education Center student attendance will increase from 90% to 92% by the end of the 2025-2026 school year.

Evaluation Data Sources: CLI Data, Istation Data, Report Card Data and District Reports

Strategy 1 Details	Reviews			
Strategy 1: 9 Week Perfect Attendance Recognition. Strategy's Expected Result/Impact: Students will receive recognition, a token for our Book Vending Machine, a college T-shirt of their choosing, and parents will be entered to win a \$50 gas card. Staff Responsible for Monitoring: Campus Administrator will provide T-shirts and gas card. Title I: 2.51, 2.52, 2.53, 2.535 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Start each day with welcoming rituals (greetings, music, fun morning activities), offer engaging themed days or "Attendance Spirit Weeks," and implement classroom jobs that build student responsibility. Strategy's Expected Result/Impact: Engaging School Culture and Daily Routines Staff Responsible for Monitoring: Administrator, Office Staff, Counselor, Teachers, and Instructional Aides Title I: 2.51, 2.52, 2.53, 2.531, 2.535 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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Board Goal 4: Classroom Excellence

Performance Objective 2: Carver will foster a collaborative parent/school team by creating opportunities to bring parents into the school such as: Meet the Teacher, Parent Conferences, Academic Parent Teacher Team Meetings, and Transportation Parade.

Evaluation Data Sources: Sign in Sheets, Notes Home to remind Parents of future activities, Social Media reminders

Strategy 1 Details	Reviews			
Strategy 1: Carver will conduct Academic Parent Teacher Team meetings with families in both the Fall and Spring semesters. Strategy's Expected Result/Impact: Parents will feel supported and empowered to work with their children at home. Teacher will work with families based on students individual needs. Resources will be purchased and sent home for continued practice. Staff Responsible for Monitoring: Teachers and Administrators Title I: 2.51, 2.52, 2.53, 2.535 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, 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			
Strategy 2: Carver will foster a collaborative parent/school team by creating opportunities to bring parents into the school such as: Meet the Teacher, Parent Conferences, Academic Parent Teacher Team Meetings, and Transportation Parade. Strategy's Expected Result/Impact: Positive image of Carver Early Education Center and higher level of parent engagement. Staff Responsible for Monitoring: Teachers and Administrators Title I: 2.51, 2.52, 2.53, 2.535 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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No Progress



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Board Goal 4: Classroom Excellence

Performance Objective 3: 100% of Carver Early Education Staff will have opportunities to attend Conscious Discipline Training as well as other Professional Development focused on building Social Emotional capacity in our students.

Evaluation Data Sources: Eduphoria, Sign in Sheets, Emails, Observations

Strategy 1 Details	Reviews			
Strategy 1: Monthly PLC meetings focused on Conscious Discipline techniques (Safe Place setups, breathing strategies, routines, emotional regulation strategies). Strategy's Expected Result/Impact: Teachers, Administrators and staff will feel empowered to work with students experiencing big behaviors and trauma by working together to build our understanding. Staff Responsible for Monitoring: Administrator, Office Staff, Counselor, Teachers, and Instructional Aides Title I: 2.51, 2.52, 2.53, 2.531, 2.535 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 2	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Use walkthroughs to observe and reinforce implementation of Conscious Discipline strategies. Strategy's Expected Result/Impact: Counselor, Administrators or Instructional Coach can provide in-class modeling and feedback to offer additional support as needed. Staff Responsible for Monitoring: Counselor, Administrators or Instructional Coach Title I: 2.51, 2.52, 2.53, 2.531, 2.535 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 1: Carver Early Education Center student attendance will improve from 90% to 92% by the end of the 2025-2026 school year, supported by strong family-school connections.

Evaluation Data Sources: Campus Reports and Parent Communication

Strategy 1 Details	Reviews			
Strategy 1: Positive Attendance Incentive Program with weekly recognitions, monthly celebrations, and visual trackers in classrooms Strategy's Expected Result/Impact: Students will feel the importance of attendance. Staff Responsible for Monitoring: Office Staff, Counselor, Administrators, and Teachers Title I: 2.51, 2.52, 2.53, 2.531, 2.535 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Family Attendance Outreach plan with check-in calls, transportation resources, and parent workshops on building routines. Strategy's Expected Result/Impact: Students and their families will feel the importance of attendance and gain support from our staff. Staff Responsible for Monitoring: Office Staff, Counselor, Administrators, and Teachers Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.535 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 2: 75% of parents will report on the Title 1 Parent Survey that they feel welcomed and engaged as partners at Carver Early Education Center

Evaluation Data Sources: Title 1 Parent Survey

Strategy 1 Details	Reviews			
Strategy 1: Increase parent visibility and engagement by hosting family engagement events aligned to instructional goals (e.g., Wish You Well, math night, Conscious Discipline parent training). Strategy's Expected Result/Impact: Parent participation and engagement in the PreK year. Staff Responsible for Monitoring: All teachers and staff members Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Strengthen communication channels through regular newsletters, SeeSaw updates, Social Media posts (FB), and bilingual communication to ensure all families receive timely and accessible information. Strategy's Expected Result/Impact: Parent participation and engagement in the PreK year. Staff Responsible for Monitoring: All teachers and staff members. Title I: 2.51 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Expand opportunities for parent voice by holding Academic Parent Teacher Team (APTT) meetings and feedback sessions where parents can share input on goals and progress. Strategy's Expected Result/Impact: Parents will know best practices for supporting their child at home. Staff Responsible for Monitoring: Instructional staff Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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Ector County Independent School District

Cavazos Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



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Mission Statement

United with families and community, we ignite every students' potential to grow and achieve greatness in a safe learning environment.

Vision

Students first, inspire, educate, and celebrate

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Board Goals

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

Performance Objective 1: By May 2026, the percent of students performing at the MEETS level in 3rd - 5th grade Math STAAR will increase from 26% to 34% by May 2026. Specifically, 3rd grade STAAR English and Spanish MEETS level will increase from 28% to 36%; 4th grade STAAR English and Spanish MEETS level will increase from 38% to 46%; and 5th grade STAAR English and Spanish MEETS level will increase from 14% to 22%.

HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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, Campus Based Assessments, Short Cycle Assessment, iReady, NWEA MAP, My Math Academy.

Strategy 1 Details	Reviews			
Strategy 1: Students will use hands-on manipulatives to build conceptual understanding and engage student in concrete learning experiences. Students will also use journals to build their knowledge and document strategies on problem solving skills. Students will also participate in targeted small-group math instruction. Strategy's Expected Result/Impact: Student engagement will increase and better understanding of skills will be developed based on student work and growth on assessment data. Staff Responsible for Monitoring: Classroom teachers, lead teachers, MCLs, MRTs, Mentors, Assistant Principal, and Principal Title I: 2.51, 2.52, 2.53, 2.534 - 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Provide targeted math vocabulary and concept-building lessons for At-Risk and Emergent Bilingual (EB) students using LoneStar Math and scaffolded instructional supports in both English and Spanish. Strategy's Expected Result/Impact: Students will gain an understanding of vocabulary concepts and will be able read and comprehend the math questions . Staff Responsible for Monitoring: Classroom teachers, lead teachers, assistant principal, MCL, MTRT, and principal Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534 - 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Provide teachers with regular opportunities to practice math lesson delivery through Professional Learning Community (PLC) sessions and structured coaching cycles. The coaching sessions will focus on modeling research-based instructional strategies, refining questioning techniques that promote mathematical discourse, and ensuring tight alignment between teaching practices and lesson objectives. Feedback gathered from instructional rounds will be systematically analyzed and used to strengthen individual lesson delivery while promoting consistent, high-quality math instruction across all classrooms. Strategy's Expected Result/Impact: This strategy is expected to increase teacher confidence and competency in math instruction, leading to more engaging and effective classroom practices. Teachers will demonstrate improved use of mathematical language, higher-order questioning, and differentiated instruction techniques. As instructional quality becomes more consistent across classrooms, students will experience fewer learning gaps when transitioning between grade levels or teachers. The collaborative nature of PLCs will foster a culture of continuous improvement, with teachers sharing successful strategies and supporting one another's growth. Ultimately, these improvements in instructional delivery are anticipated to result in measurable gains in student math achievement, increased student engagement in mathematical thinking, and stronger foundational skills that prepare students for advanced mathematical concepts. Staff Responsible for Monitoring: Classroom teachers, lead teachers, MCL, MTRT, assistant principal, and principal Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534 - 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 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 - Targeted Support Strategy - Results Driven Accountability Funding Sources: Opportunity Culture Positions - Title One School-wide - \$75,000, 4 grade level lead teachers - Title One School-wide - \$14,000	Formative			Summative
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Strategy 4 Details		Reviews			
Strategy 4: All grade levels will dedicate 10 minutes daily to targeted, systematic practice of basic math facts, including addition, subtraction, multiplication, and division as developmentally appropriate for each grade level. This structured, consistent practice will be seamlessly embedded into the daily math routine using research-based fluency activities and progress monitoring tools to build automaticity, accuracy, and confidence in foundational math skills. Strategy's Expected Result/Impact: Students will develop computational fluency and faster recall of basic math facts, reducing cognitive load during complex problem-solving tasks. This foundation will lead to increased confidence in math lessons, improved performance on assessments, and better preparation for advanced mathematical concepts. The consistent school-wide implementation will create cumulative achievement gains and a stronger mathematical culture. Staff Responsible for Monitoring: Classroom teacher, lead teacher, TOR, assistant principal, MTRT, MCL, and principal Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - 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 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 - Targeted Support Strategy - Results Driven Accountability		Formative			Summative
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Strategy 5 Details		Reviews			
Strategy 5: All students in 4th & 5th grade who did not make progress on STAAR the previous year will receive targeted tutoring before or after school. Strategy's Expected Result/Impact: Students will make progress. Staff Responsible for Monitoring: teachers and administrators Title I: 2.51, 2.52, 2.53, 2.533, 2.534, 2.535 - 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 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 - Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1 Funding Sources: Teacher tutoring pay - Title One Homeless - \$10,000		Formative			Summative
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No Progress



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Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Across grades 3-5, Math STAAR results in both English and Spanish show low performance in the Meets and Masters levels, particularly in Spanish assessments where fewer students reach proficiency. Achievement gaps exist between English and Spanish math performance, limiting students' readiness for the next grade level.

Root Cause: Inconsistent emphasis on conceptual understanding and problem-solving strategies across grades and languages. Limited integration of academic math vocabulary into instruction, especially in Spanish. Intervention structures are present but lack consistent frequency, targeted skill focus, and progress monitoring.

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, the percent of students performing at the MEETS level in 3rd - 5th grade READING STAAR English and Spanish will increase from 25% to 33% by May 2026. Specifically, 3rd grade STAAR English and Spanish MEETS level will increase from 28% to 36%; 4th grade STAAR English and Spanish MEETS level will increase from 38% to 46%; and 5th grade STAAR English and Spanish MEETS level will increase from 14% to 22%.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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%, 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%, 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: STAAR, Campus Based Assessment, Short Cycle Assessments, iReady Diagnostics.

Strategy 1 Details	Reviews			
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Strategy 1: During small group instruction, all students will engage with texts that are 0.5 to 1.0 grade level above their iReady diagnostic reading placement. This practice will promote academic rigor, strengthen reading stamina, and accelerate growth toward grade-level proficiency. Strategy's Expected Result/Impact: Students will demonstrate increased reading stamina by sustaining engagement with more complex texts during small group lessons. Staff Responsible for Monitoring: Classroom teacher, lead teacher, MCL, MTRT, assistant principal Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Funding Sources: Mindyplay - Title One School-wide - \$7,000				

Strategy 2 Details		Reviews			
Strategy 2: All K-5 students will engage in daily writing tasks integrated across all content areas (RLA, math, science, social studies, etc.). To monitor growth, bi-monthly writing samples will be collected from each grade level and subject. Teachers will also conduct at least one writing conference with one student during each bi-monthly period to provide individualized feedback, support skill development, and promote writing growth. Strategy's Expected Result/Impact: Students will develop greater writing fluency and the ability to express ideas clearly across multiple subjects. Staff Responsible for Monitoring: Classroom teacher, lead teacher, MCL, MTRT, assistant principal, principal Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - 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 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 - Targeted Support Strategy - Results Driven Accountability Funding Sources: LoneStar RLA - Title One School-wide - \$9,000		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: All K-5 students performing below grade level in reading will participate in daily targeted interventions using resources such as Mindplay digital reading selections five times per week to enhance fluency, comprehension, and critical thinking skills necessary for success in reading. Strategy's Expected Result/Impact: The targeted intervention will help close gaps in foundational literacy skills and support more students in reaching grade-level expectation in reading. Staff Responsible for Monitoring: Classroom teachers, lead teachers, MCL, MTRT, assistant principal, and principal Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - 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 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Results Driven Accountability Funding Sources: Classroom aide to support RLA - Title One School-wide - \$30,000		Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: All K-5 reading teachers will participate in ongoing professional development focused on evidence-based literacy practices, including guided reading, differentiated small-group instruction, and explicit vocabulary instruction. During PLC meetings, instructional coaches and administrators will model best practices using student work and lesson exemplars. Teachers will actively participate in PLC discussions and practice activities, sharing lesson plans, modeling strategies, and engaging in peer feedback to strengthen instructional delivery. Strategy's Expected Result/Impact: By strengthening teacher capacity through professional development and collaborative modeling during PLCs, teachers will increase consistency and rigor in reading instruction. As a result, K-5 students, particularly those performing below grade level, will demonstrate improved reading fluency, comprehension, and stamina. This will be reflected in higher student growth on iReady diagnostics, classroom assessments, and an increase in the percentage of students meeting or exceeding grade-level expectations on STAAR Reading. Staff Responsible for Monitoring: Classroom teachers, lead teachers, MCL, MTRT, assistant principal, and principal Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

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, the percentage of 5th grade students performing at the MEETS leve on SCIENCE STAAR English and Spanish will increase from 5% to 13% as measured by standardized state assessments.

HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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%, 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%, 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: STAAR, STAAR Release, Campus Based Assessments, Short Cycle Assessments, iReady Diagnostics, NWEA MAP SCIENCE.

Strategy 1 Details	Reviews			
Strategy 1: Integrating weekly hands-on labs and inquiry-based science activities in grades will ensure that 100% of students engage in at least one structured investigation per week. Each lab will include pre-lab vocabulary instruction, data collection, and post-lab journaling that explicitly connects the activity to the STAAR Reporting Category TEKS for that grade level. Teachers will track student participation using lab logs, and student journals will be reviewed bi-weekly during PLCs to monitor progress. Strategy's Expected Result/Impact: By engaging in consistent, inquiry-based labs tied to grade level standards, students will strengthen their ability to apply scientific concepts, analyze data, and use academic vocabulary in context. This will result in measurable improvement in critical thinking and problem-solving skills. Staff Responsible for Monitoring: Classroom teacher, lead teacher, MCL, MTRT, assistant principal, and principal Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535 - 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 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 - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Teachers will implement daily, 10-minute science vocabulary routines using strategies such as word walls, Frayer models, and interactive notebooks. Students will apply new terms in sentence frames, lab journals, and class discussions at least three times per week. During PLCs, teachers will model and share vocabulary strategies, and administrators will monitor fidelity through walkthroughs and student work checks. Strategy's Expected Result/Impact: Strengthening science academic vocabulary will improve students' ability to comprehend test items, engage in scientific reasoning, and explain their learning in both English and Spanish. Students will increase their science vocabulary accuracy, as measured by writing samples. Staff Responsible for Monitoring: classroom teacher, lead teacher, MCL, MTRT, assistant principal, and principal Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - 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 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 - Targeted Support Strategy - Results Driven Accountability		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: During PLC teachers will participate in ongoing professional development on best practices for science instruction, including using inquiry-based labs, scaffolding for bilingual students, and integrating journaling into instruction. Teachers will produce students journals during PLC and examine science academic vocabulary. Strategy's Expected Result/Impact: Teachers will increase their capacity to deliver rigorous, engaging, and language-rich science instruction, resulting in improved student outcomes across both English and Spanish Science assessments. Staff Responsible for Monitoring: classroom teachers, lead teachers, MCLs, MTRTs, assistant principal, and principal Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - 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 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 - Targeted Support Strategy - Results Driven Accountability		Formative			Summative
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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 1: By May 2026, at least 55% of K-3 students will meet or exceed their individual NWEA MAP Reading RIT growth goal, resulting in the campus performance rising from the 26th percentile in kindergarten to the 40th-60th percentile range across K-3.

Kindergarten: Increase from 26th - 40th percentile in the EOY NWEA MAP READING RIT (about 45% of students meeting/exceeding goals).

1st Grade: Target 45th to 50th percentile in the EOY NWEA MAP READING RIT (about 50-55% meeting/exceeding goals).

2nd Grade: Target 50th-55th percentile in the EOY NWEA MAP READING RIT (about 55-60% meeting/exceeding goals).

3rd Grade: Target 55th-60th percentile in the EOY NWEA MAP READING RIT (about 60% meeting/exceeding goals).

HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, 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: EOY NWEA MAP READING RIT, 3rd Grade STAAR, campus based assessment, short cycle assessments

Strategy 1 Details	Reviews			
Strategy 1: Kindergarten, 1st, and 2nd grade teachers will implement Saxon Phonics with fidelity, ensuring consistent and systematic instruction. Teachers will adhere to the program's scope and sequence, deliver daily, explicit phonics lessons, and use ongoing progress monitoring (weekly checks and formative assessments) to guide instruction and provide targeted small-group support for students not meeting benchmarks. In grade 3, teachers will integrate the HMH Phonics section into daily instruction, reinforcing foundational decoding, word recognition, and fluency skills. Teachers will embed phonics practice into reading and writing activities, and collect bi-weekly progress data to adjust instruction and provide interventions for struggling readers. Strategy's Expected Result/Impact: By May 2026, K-2 students will demonstrate measurable growth in foundational literacy skills, as evidenced by increased accuracy and fluency in phonics assessments and a reduction in students performing below grade-level benchmarks. In grade 3, students will show improved decoding and fluency, resulting in higher performance on reading screeners (iReady, MAP, or campus-selected measures) and increased percentages of students meeting or exceeding grade-level RLA standards. Staff Responsible for Monitoring: classroom teachers, lead teachers, MCLs, MTRT, assistant principal, and principal Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - 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 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 - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in comprehensive professional development on iReady Magnetic Reading, ensuring they understand how to implement the program with fidelity. Following training, teachers will embed daily instructional time within their schedule to review iReady Magnetic Reading lessons with students. Instruction will emphasize consistent practice, differentiated small-group support, and integration of Magnetic Reading resources into guided reading and whole-class literacy instruction. Strategy's Expected Result/Impact: By May 2026, consistent and effective implementation of iReady Magnetic Reading will lead to increased student engagement and comprehension growth, as measured by iReady Reading diagnostics and progress monitoring. Students will demonstrate measurable improvement in vocabulary, comprehension strategies, and text analysis skills, contributing to higher performance levels on campus and district literacy benchmarks, and increasing the percentage of students achieving Meets or above on STAAR RLA. Staff Responsible for Monitoring: classroom teacher, lead teacher, MCL, MRTR, assistant principal, and principal Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - 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 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 - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
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 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: The percent of K-3 students will show growth from 26th percentile in kindergarten to the 40th-60th percentile range across K-3.

HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, 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: BOY, MOY, EOY NWEA MAP READING, district based assessment, campus based assessment, short cycle assessments, iReady assessments.

Strategy 1 Details		Reviews			
Strategy 1: Students in K-3 will receive Daily Targeted Small-Group Instruction and teachers will provide small-group instruction 4-5 times per week using diagnostic data from NWEA MAP Reading, iReady, and classroom-based assessments. The instruction will target phonological awareness, decoding, fluency, and comprehension based on each student's skill gap. Students performing in the 1st-20th percentile will receive an additional 30 minutes of intervention using evidence-based programs such as Saxon Phonics (K-1) and HMH Reading/Phonics (2-3). Strategy's Expected Result/Impact: By May 2026, at least 40% of K-3 students will move into the 41st-60th percentile range in Reading on NWEA MAP. Early literacy skills will strengthen significantly, particularly in phonics and comprehension, reducing the number of students in the lowest quartile (1st-20th percentile). Students will demonstrate stronger reading fluency, improved comprehension across content areas, and increased readiness for STAAR performance in upper grades. Staff Responsible for Monitoring: classroom teacher, lead teacher, MCL, MTRT, assistant principal, and principal Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - 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 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 - Targeted Support Strategy - Results Driven Accountability		Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teachers in grades K-3 will participate in weekly PLC meetings to collaboratively analyze NWEA MAP, iReady, and formative assessment data while receiving modeling of targeted intervention lessons from lead teachers, MCLs, MTRTs, assistant principal and principal focused on phonics, fluency, and comprehension strategies for students in the 1st-40th percentile range. Monthly professional development sessions will provide teachers with evidence-based literacy practices including guided reading, close reading, and explicit phonics instruction, which will then be practiced and refined during PLC meetings with peer and coach feedback. This systematic approach combines regular data review with hands-on strategy practice to strengthen instructional delivery across all K-3 classrooms. Strategy's Expected Result/Impact: Teachers will demonstrate improved data analysis skills and more precise implementation of targeted reading interventions, creating consistent, high-quality instruction that directly addresses individual student needs. The collaborative PLC structure will accelerate professional growth and establish shared accountability for student outcomes, ultimately leading to measurable reading achievement gains for struggling students in the targeted percentile range. Staff Responsible for Monitoring: Classroom teachers, lead teachers, MCLs, MTRT, assistant principal, and principal Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - 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 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 - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
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Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 3: The percent of 3rd grade students performing at the MEETS level on their READING STAAR will increase from 28% to 36% by the end of May 2026.

HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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%, 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: STAAR, NWEA MAP READING, campus based assessments, short cycle assessments, check points

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Systematic Phonics and Decoding Intervention Program Implementation: Implement a daily 20-minute small-group phonics intervention targeting students currently performing below the MEETS level, focusing on advanced phonics patterns, multisyllabic word decoding, and sight word recognition using research-based programs like MindyPlay and iReady. Students will be grouped by specific skill deficits identified through diagnostic assessments and receive targeted instruction three times per week, with progress monitored bi-weekly through curriculum-based measures. Teachers will receive professional development on explicit phonics instruction and will use structured lesson plans that include modeling, guided practice, and independent application of decoding strategies. Strategy's Expected Result/Impact: Students will demonstrate improved decoding accuracy and reading fluency, enabling better comprehension of grade-level texts. The targeted intervention will address foundational reading gaps that prevent students from accessing complex passages on the STAAR assessment, directly contributing to the 8-percentage point increase in MEETS performance. Staff Responsible for Monitoring: classroom teacher, lead teachers, MCLs, MTRT, assistant principal, and principal Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - 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 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 - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Strategy 2: Close Reading and Text Evidence Protocol Implementation: Establish a structured close reading routine where students engage with STAAR-formatted passages three times per week, practicing annotation strategies, vocabulary in context, and textual evidence identification through a consistent four-step process: read for gist, reread for details, analyze author's craft, and respond with evidence. Teachers will use anchor charts displaying question stems and evidence sentence starters, while students maintain reading journals to track their thinking and practice written responses that mirror STAAR constructed response expectations. Strategy's Expected Result/Impact: Students will develop stronger reading comprehension skills and confidence in analyzing complex texts, leading to improved performance on both multiple-choice and written response questions. This systematic approach to text analysis will directly prepare students for the rigor and format of the STAAR reading assessment, supporting the targeted achievement goal. Staff Responsible for Monitoring: classroom teacher, lead teachers, MCLs, MTRT, assistant principal, principal Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - 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 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 - Targeted Support Strategy - Results Driven Accountability		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: Cavazos School Connectedness Panorama data will increase from 52% to 57% by the spring 2026.

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: Panorama Survey and campus surveys

Strategy 1 Details	Reviews			
	Formative			Summative
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Strategy 1: Establish a comprehensive monthly community building programs and recognition systems that includes school-wide "Family Fun Nights" featuring academic showcases, cultural celebrations, and interactive activities that connect students, families, and staff. Implement a peer recognition system where students nominate classmates for "Cavazos Champions" awards celebrating academic growth, kindness, and leadership, with winners announced during weekly morning assemblies and featured on hallway displays. Create grade-level "Connection Circles" where students meet bi-weekly with counselors, teachers, and principal to discuss school experiences, share concerns, and participate in team-building activities that foster belonging and peer relationships. Strategy's Expected Result/Impact: Students will report stronger emotional connections to their school community and increased sense of belonging through consistent positive recognition and peer interaction opportunities. The regular family engagement events will strengthen the home-school partnership, while the peer recognition system will create a culture of positivity and mutual support, directly contributing to improved Panorama connectedness scores and the targeted 5-percentage point increase. Staff Responsible for Monitoring: classroom teacher, counselor, principal Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability				315

Strategy 2 Details	Reviews			
Strategy 2: Pair each student with a dedicated adult mentor (teacher, staff member, or volunteer) who meets with them individually for 15 minutes once a to discuss personal goals, celebrate achievements, and address any challenges or concerns. Students will create personalized "Connection Portfolios" that include their academic goals, interests, strengths, and photos of meaningful school experiences, which mentors will review and update during each session. Implement a student-driven goal tracking system where students set monthly personal, academic, and social goals with their mentor's support, documenting progress through reflection journals and celebrating achievements through personalized certificates and one-on-one recognition meetings with the principal. Strategy's Expected Result/Impact: Students will develop stronger individual relationships with adults on campus and feel more personally valued and supported in their educational journey. The consistent one-on-one attention and personalized goal-setting will increase students' sense of belonging and investment in their school success, as they experience individualized care and see their personal growth acknowledged. This targeted approach to building individual connections will directly improve student perceptions of school relationships and support, contributing significantly to the 5-percentage point increase in Panorama School Connectedness scores. Staff Responsible for Monitoring: classroom teacher, lead teachers, and principal Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - 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 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 - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
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Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 2: Student daily attendance will increase from 92% to 95% by the end of May 2026.

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: Daily attendance .

Strategy 1 Details	Reviews			
Strategy 1: Establish a proactive attendance tracking system that identifies students with attendance concerns after three absences, triggering immediate outreach through phone calls, home visits by attendance liaisons, and personalized attendance conferences with families to identify barriers such as transportation, health issues, or family circumstances. Create individualized attendance improvement plans and partnerships with local organizations to provide clothing, school supplies, or healthcare referrals. Implement weekly attendance celebrations where classes with 95% or higher attendance earn special privileges like extra recess, movie time, or pizza parties, while individual students reaching attendance milestones receive personalized recognition and small incentives. Strategy's Expected Result/Impact: Families will receive timely support to address attendance barriers before chronic absenteeism patterns develop, while early intervention will prevent minor attendance issues from escalating into significant problems. The combination of barrier removal and positive reinforcement will create a school culture that values and celebrates consistent attendance, directly contributing to the targeted 3-percentage point increase from 92% to 95% daily attendance by addressing both systemic obstacles and motivation factors. Staff Responsible for Monitoring: classroom teacher, attendance clerk, and principal Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - 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 - Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 2	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Create engaging "Perfect Attendance Passport" challenges where students earn stamps for consecutive days of attendance and can redeem completed passports for special experiences like lunch with the principal, first choice at recess activities, or recognition at school assemblies. Establish morning "Welcome Crews" of student volunteers who greet arriving students at school entrances, help carry backpacks, and create a positive start to each school day that makes students excited to come to school. Strategy's Expected Result/Impact: Students will develop stronger peer relationships and social connections that motivate daily school attendance, while the positive morning experiences will create anticipation for coming to school each day. The peer support system will help students feel more integrated into the school community and provide natural accountability partners who notice and care when classmates are absent, fostering a culture where attendance becomes a shared value that supports achieving the 95% attendance goal. Staff Responsible for Monitoring: classroom teacher, attendance clerk, and assistant principal. Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - 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 - Targeted Support Strategy - Results Driven Accountability		Formative			Summative
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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: The overall attendance for the campus was at 92% which means we did not meet the campus goal of reaching 95%. Root Cause: Many of our families face transportation challenges especially those who miss the bus and live in Pleasant Farms. Other families have limited transportation options.

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: The percent of student referred to the office with a discipline referral will decrease 5%.

HB3 Board Goal

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: Student referrals

Strategy 1 Details		Reviews			
Strategy 1: Implement a comprehensive Positive Behavioral Interventions and Supports (PBIS) framework with clearly defined school-wide expectations taught through monthly interactive lessons and reinforced through a token economy system where students earn "Cougar Cash" for demonstrating positive behaviors. Follow the iLead lessons once a week for 20 minutes where students practice social skills. Strategy's Expected Result/Impact: Students will develop stronger self-regulation skills and emotional awareness, leading to fewer impulsive behavioral incidents and improved conflict resolution abilities. The proactive teaching of expectations and social-emotional skills will reduce the frequency of disciplinary referrals by addressing root causes of behavioral issues, while the positive reinforcement system will create a school culture focused on recognizing appropriate behavior rather than solely responding to negative incidents. Staff Responsible for Monitoring: classroom teachers and assistant principal Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - 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 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 - Targeted Support Strategy - Results Driven Accountability		Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Establish a comprehensive "Student of the Month" program where students are nominated by peers, teachers, and staff for demonstrating exceptional character traits such as respect, responsibility, kindness, perseverance, and leadership, with nominations collected through digital forms and suggestion boxes throughout the school. Each month, selected students from every grade level will be honored during a special recognition luncheon, receive certificates and photos displayed on the "Cougar Character Champions" hallway wall, and enjoy a celebratory lunch with the principal and previous award recipients. Strategy's Expected Result/Impact: Students will be motivated to demonstrate positive behaviors consistently as they see their peers being recognized and celebrated for character traits that contribute to a positive school environment. Staff Responsible for Monitoring: classroom teacher and assistant principal Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - 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 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 - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
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Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2026, 90% of classrooms will demonstrate excellence in instructional delivery as measured by classroom observation rubrics, showing consistent implementation of research-based teaching practices, student engagement strategies, and differentiated instruction that meets the diverse needs of all learners.

HB3 Board Goal

Evaluation Data Sources: Classroom observation feedback logs through Eduphoria and coaching feedback forms.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Require all teachers to submit detailed weekly lesson plans that include clear learning objectives aligned to state standards, differentiated activities for diverse learners, formative assessment strategies, and evidence-based instructional methods, with plans reviewed and approved by lead teachers, MCLs, MTRTS, and administration. Implement mandatory use of student performance data from formative assessments, benchmark tests, and classroom observations to inform instructional decisions, requiring teachers to document how they modify instruction based on student needs and maintain data tracking sheets showing student progress toward mastery. Provide monthly professional development sessions focused on backward design lesson planning, assessment creation, and data analysis techniques, with teachers required to demonstrate competency through lesson plan portfolios and student achievement evidence. Strategy's Expected Result/Impact: Teachers will create more purposeful and targeted lessons that directly address student learning needs through systematic planning and data analysis, leading to improved student mastery of standards and learning objectives. The consistent focus on standards alignment and data-driven decision making will ensure that instruction is responsive to student needs and grounded in evidence-based practices, ultimately resulting in measurable improvements in both teaching quality and student academic achievement across all classrooms. Staff Responsible for Monitoring: lead teachers, MCLs, MRTRs, and administration Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - 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 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability				321

Strategy 2 Details	Reviews			
Strategy 2: Assign lead teachers, MCLs, MTRT, assistant principal, and principal to conduct monthly classroom observations using standardized rubrics that measure lesson planning, instructional delivery, student engagement, and classroom management, followed by immediate feedback conferences and collaborative action planning sessions. Establish a structured peer observation protocol where teachers visit exemplary classrooms monthly to observe best practices, participate in post-observation reflection discussions, and implement observed strategies in their own teaching with coach support. Create professional learning communities focused on instructional excellence where teachers analyze video recordings of their own lessons, share successful strategies, and collaboratively problem-solve instructional challenges using protocols that promote reflective practice and continuous improvement. Strategy's Expected Result/Impact: Teachers will demonstrate measurable improvement in instructional practices through consistent coaching support and peer collaboration, leading to more engaging and effective lesson delivery. The systematic observation and feedback cycle will create a culture of continuous improvement where teachers feel supported in their professional growth, resulting in higher-quality instruction that directly impacts student learning outcomes and classroom excellence ratings. Staff Responsible for Monitoring: lead teachers, MCLs, MTRTs, and administrators. Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - 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 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 - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
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Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2026, 90% of the classrooms will demonstrate evidence of student-centered learning environments as evidenced by student ownership of learning through student journals, student performance on checkpoints, and district assessments.

HB3 Board Goal

Metrics:

Review Date	Data Source	Expected % to Goal	Actual % to Goal
October 2025	Walkthroughs, student work, student assessment data	90%	TBD

Evaluation Data Sources: Teachers will engage in campus-wide instructional rounds where teachers observe peers once every two weeks using a common observation rubric and take a new strategy to their classroom.

Strategy 1 Details				Reviews											
Strategy 1: The campus will engage in vertical planning once a month to ensure that the grade levels are in alignment with the pacing scope and sequence. Strategy's Expected Result/Impact: Teachers will gain knowledge of the scope and sequence for the vertical grade levels in the designated subjects. Staff Responsible for Monitoring: Assistant principal, lead teachers, MCLs, MTRT. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Use the google form to conduct the biweekly learning walks. https://docs.google.com/forms/d/1rKH-ilBsYweN0k3AO3vprSzBdn10_CI4228s51C4FNk/preview</td><td>Assistant principal, lead teachers, MCLs, MTRT.</td><td>October 2025 - May 2025</td></tr></table>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Use the google form to conduct the biweekly learning walks. https://docs.google.com/forms/d/1rKH-ilBsYweN0k3AO3vprSzBdn10_CI4228s51C4FNk/preview	Assistant principal, lead teachers, MCLs, MTRT.	October 2025 - May 2025	Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline								
				1	Use the google form to conduct the biweekly learning walks. https://docs.google.com/forms/d/1rKH-ilBsYweN0k3AO3vprSzBdn10_CI4228s51C4FNk/preview	Assistant principal, lead teachers, MCLs, MTRT.	October 2025 - May 2025								
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Strategy 2 Details				Reviews											
Strategy 2: Teachers will participate in quarterly professional development focused on specific domains of instructional delivery (e.g., student discourse, higher-order questioning, culturally responsive teaching, small-group differentiation.) Strategy's Expected Result/Impact: Teachers will strengthen instructional delivery, ensuring 90% of classrooms meet the campus definition of instructional excellence. Staff Responsible for Monitoring: Assistant principal, lead teachers, MCLs, MTRT. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Campus leadership will generate a PD agenda focused on instructional delivery.</td><td>Assistant principal, lead teachers, MCLs, MTRT.</td><td>October 2025 - May 2026</td></tr></table> Title I: 2.51, 2.52, 2.53, 2.533, 2.534, 2.535 - 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 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 - Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Campus leadership will generate a PD agenda focused on instructional delivery.	Assistant principal, lead teachers, MCLs, MTRT.	October 2025 - May 2026	Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline								
				1	Campus leadership will generate a PD agenda focused on instructional delivery.	Assistant principal, lead teachers, MCLs, MTRT.	October 2025 - May 2026								
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 No Progress

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Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Across grades 3-5, Math STAAR results in both English and Spanish show low performance in the Meets and Masters levels, particularly in Spanish assessments where fewer students reach proficiency. Achievement gaps exist between English and Spanish math performance, limiting students' readiness for the next grade level. Root Cause: Inconsistent emphasis on conceptual understanding and problem-solving strategies across grades and languages. Limited integration of academic math vocabulary into instruction, especially in Spanish. Intervention structures are present but lack consistent frequency, targeted skill focus, and progress monitoring.

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2026, Cavazos Elementary will establish a culture of excellence as evidenced by 85% of staff and students demonstrating consistent commitment to high expectations, continuous improvement, and shared accountability for academic and behavioral success across all school programs and activities.

- HB3 Board Goal**
- Evaluation Data Sources:** Classroom walkthroughs and student performance on assessments.

Strategy 1 Details	Reviews			
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Strategy 1: Develop and implement comprehensive "Excellence Standards" that define specific behavioral and academic expectations for students, staff, and families, with visual displays throughout the school and monthly teaching lessons that reinforce these standards in age-appropriate ways. Create a multi-tiered recognition system including daily "Excellence Spotlights" where teachers nominate students and colleagues demonstrating exceptional effort or achievement, celebrating classroom and individual accomplishments, and quarterly "Excellence Awards" honoring sustained commitment to high standards with special recognition celebrations. Establish "Excellence Teams" comprised of students, teachers, and parents who monitor progress toward school goals, provide feedback on programs, and lead initiatives that promote continuous improvement and shared ownership of school success. Strategy's Expected Result/Impact: Students and staff will internalize high expectations and develop intrinsic motivation to pursue excellence in all aspects of school life, creating a shared culture where mediocrity is not acceptable and continuous growth is celebrated. The systematic recognition and accountability structures will foster pride in achievements while encouraging risk-taking and perseverance, ultimately leading to improved academic performance, positive behavior choices, and a school environment where everyone feels empowered to reach their highest potential. Staff Responsible for Monitoring: classroom teachers and leadership team Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - 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 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability				325

Strategy 2 Details	Reviews			
Strategy 2: Implement monthly "Excellence in Practice" professional development sessions where teachers research, present, and model innovative instructional strategies to colleagues, creating a culture of shared expertise and continuous learning among staff members. Establish teacher leadership roles including "Excellence Coaches" who mentor new teachers, "Data Champions" who lead grade-level data analysis meetings, and "Innovation Leaders" who pilot new programs and share results with the faculty, providing career advancement opportunities while building internal capacity for sustained improvement. Create structured reflection protocols where all staff members set quarterly professional goals aligned to school excellence standards, document progress through evidence portfolios, and participate in peer feedback sessions that promote accountability and collaborative growth. Strategy's Expected Result/Impact: Teachers will develop stronger professional identities as educational leaders and continuous learners, modeling excellence for students while building collective capacity for school-wide improvement. The leadership development opportunities will increase teacher retention and job satisfaction while creating sustainable systems for maintaining high standards, ultimately resulting in more effective instruction, stronger school culture, and improved outcomes for all students as staff members embrace their roles as champions of excellence. Staff Responsible for Monitoring: Leadership team Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
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Board Goal 5: Culture of Excellence

Performance Objective 2: 100% of the teachers will post and review the daily learning objectives and success criteria, ensuring students understand what excellence looks like in both behavior and academics. Growth mindset language (e.g., "yet," "challenge helps our brain grow") will be consistently modeled. Student work that demonstrates mastery and effort will be displayed in hallways and classrooms to celebrate excellence.

HB3 Board Goal

Metrics:

Review Date	Data Source	Expected % to Goal	Actual % to Goal
October 2025	Walkthrough data	100%	

Evaluation Data Sources: Walkthrough data, student journals, and student checkpoint data and district assessment data.

Strategy 1 Details				Reviews											
Strategy 1: 100% of the teachers will post daily learning objectives (LOs) and success criteria (SC) in student-friendly language, ensuring alignment with TEKS. At the beginning, midpoint, and closure of the lesson, teachers will review the LOs and SC with students. Strategy's Expected Result/Impact: Students will be able to articulate the lesson's purpose and what mastery looks like. This will lead to improved student focus, accountability, and an increase of at least 10% in students achieving "Meets" or higher on interim/common assessments. Staff Responsible for Monitoring: Principal, assistant principal, lead teachers. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Leadership will conduct walkthroughs and focus on LO and SC.</td><td>Principal, assistant principal, lead teachers.</td><td>October 2025-May 2026</td></tr></table> Title I: 2.51, 2.52, 2.53, 2.533, 2.534, 2.535 - 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 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 - Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Leadership will conduct walkthroughs and focus on LO and SC.	Principal, assistant principal, lead teachers.	October 2025-May 2026	Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline								
				1	Leadership will conduct walkthroughs and focus on LO and SC.	Principal, assistant principal, lead teachers.	October 2025-May 2026								
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Strategy 2 Details				Reviews											
Strategy 2: 100% of the classrooms will display student work samples that demonstrate mastery, effort, and perseverance. Teachers will facilitate "student voice" by inviting students to explain how they achieved their results and overcame challenges. Administrators will highlight exemplary displays and mindset practices during PLCs to model expectations. Strategy's Expected Result/Impact: Students will develop resilience, see mistakes as part of learning, and take ownership of their academic growth. This will foster a schoolwide culture of excellence and result in higher student engagement and confidence, directly impacting achievement and classroom behavior positively. Staff Responsible for Monitoring: Principal, assistant principal, leadership team. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Classroom walkthroughs with administrators and leadership team</td><td>Principal, assistant principal, leadership team.</td><td>October 2025</td></tr></table> Title I: 2.51, 2.52, 2.53, 2.533, 2.534, 2.535 - 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 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 - Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Classroom walkthroughs with administrators and leadership team	Principal, assistant principal, leadership team.	October 2025	Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline								
				1	Classroom walkthroughs with administrators and leadership team	Principal, assistant principal, leadership team.	October 2025								
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No Progress

Accomplished

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Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Based on the data regarding attendance, the campus attendance declined by .2 from 92.2% in 2024 to 92% in 2025. The grade level with the lowest overall attendance was PK. Root Cause: The PK families do not sign Truancy Prevention Measures Contracts as often as other grades.

Ector County Independent School District

Crockett Middle School

2025-2026 Board Goals/Performance Objectives/Strategies



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Board Goals

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

Performance Objective 1: By May 2026, the percentage of students achieving or exceeding their READING RIT goal will increase from 53% to 63%.

Strategy 1 Details	Reviews			
Strategy 1: Crockett will implement a data-driven reteach and reassessment cycle using NWEA MAP Reading RIT data to identify student skill gaps. Students will be placed in targeted COLT time groups with TIA teachers, MCLs, and experienced staff for daily reteach aligned to Power Standards and IB MYP objectives. Strategy's Expected Result/Impact: Increased NWEA MAP RIT Scores - Steady growth across all grade levels as skill gaps are addressed daily in targeted COLT time. Improved STAAR Performance - Higher percentages of students meeting or exceeding grade-level expectations in Reading and Math due to focused, standard-aligned reteach. Fewer Long-Term Gaps - Early intervention prevents small skill deficits from becoming persistent achievement barriers. Greater Student Ownership - Students in consistent reteach groups see and understand their progress, fostering engagement and self-motivation. Higher Instructional Precision - Teachers deliver reteach lessons directly tied to Power Standards, eliminating off-target instruction. More Effective Use of Data - Staff become skilled at interpreting MAP RIT strand data and applying it to daily instructional decisions. Increased Collaboration - TIA teachers, MCLs, and content-area staff share strategies and ensure alignment between COLT time and core instruction. Consistent Academic Growth Across Subgroups - Achievement gaps between demographic groups shrink as all students receive targeted instruction. Alignment with IB Authorization Goals - Instruction during COLT time integrates IB MYP objectives and Approaches to Learning, providing evidence for programme evaluation. Sustainable Improvement Model - The cycle of data - reteach - reassessment becomes an embedded campus practice, supporting long-term academic gains. Staff Responsible for Monitoring: Principal, APs, MCLs, IB Coordinator, Teachers 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: Crockett will offer after-school tutoring after NWEA MAP testing is complete at each interval, providing small-group, mastery-focused instruction for students performing below grade level. This instruction will be reinforced by i-Ready personalized learning pathways that address individual needs. Strategy's Expected Result/Impact: Accelerated Skill Growth - Students below grade level close gaps faster through small-group, mastery-focused instruction tailored to MAP performance data. Improved NWEA MAP RIT Scores - Students demonstrate measurable growth between assessment windows due to targeted practice on identified weak areas. Higher STAAR Readiness - Mastery of Power Standards and targeted SEs translates to improved STAAR Reading and Math performance. Personalized Learning Gains - i-Ready lessons directly address each student's learning path, strengthening foundational skills and building confidence. Increased Impact in Targeted Instruction - Small-group setting allows teachers to deliver highly focused, immediate feedback and correction. Better Data Application - Teachers use MAP and i-Ready reports to design sessions that precisely address the skills each student needs. Higher Student Engagement - Smaller settings and relevant content keep students more involved and motivated to improve. Reduction in Below-Grade-Level Population - Fewer students remain in the "Urgent Intervention" or "Intervention" bands on MAP by year's end. Consistent Support Between Core and Tutoring - Tutoring sessions reinforce what is taught in the regular classroom and COLT time, ensuring continuity. Evidence of Differentiation for IB Authorization - i-Ready's personalized pathways and small-group tutoring provide clear examples of IB Approaches to Learning and differentiated instruction in practice. Staff Responsible for Monitoring: Principal, APs, MCLs. Department Heads, IB Coordinator, Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Title One School-wide	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, the percentage of students achieving or exceeding their MATH RIT goal will increase from 25% to 35%.

Strategy 1 Details	Reviews			
Strategy 1: Crockett will implement a data-driven reteach and reassessment cycle using NWEA MAP Math RIT data to identify student skill gaps. Students will be placed in targeted COLT time groups with TIA teachers, MCLs, and experienced staff for daily reteach aligned to Power Standards and IB MYP objectives. Strategy's Expected Result/Impact: Increased NWEA MAP Math RIT Scores - Steady growth across all grade levels as targeted COLT time addresses specific skill gaps daily. Improved STAAR Math Performance - More students meeting or exceeding grade-level standards due to alignment with Power Standards and consistent reteach. Reduction in Skill Deficiencies - Early, daily intervention prevents gaps from compounding, especially in foundational math concepts. Greater Conceptual Understanding - Integration of IB MYP objectives builds deeper reasoning and problem-solving abilities, not just procedural fluency. Higher Student Confidence - Frequent successes in small-group settings increase engagement and willingness to take on challenging math problems. Improved Data Utilization Skills - Teachers become adept at interpreting RIT strand data and applying it directly to instructional planning. Stronger Lesson Alignment - Daily reteach lessons stay tightly focused on Power Standards and targeted misconceptions. Collaborative Consistency - TIA teachers, MCLs, and math staff align on reteach strategies, ensuring students receive coherent instruction across settings. Closing of Achievement Gaps - Academic growth across all student subgroups, reducing performance disparities. Support for IB Authorization - Demonstrates intentional differentiation and targeted intervention aligned with MYP mathematics objectives and Approaches to Learning skills. Sustainable Growth Model - Establishes a replicable, year-to-year cycle of assessment, reteach, and reassessment as part of Crockett's instructional culture. Staff Responsible for Monitoring: Principal, APs, MCLs, Department Heads, Teachers 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: Crockett will offer after-school tutoring after NWEA MAP testing is complete at each interval, providing small-group, mastery-focused instruction for students performing below grade level. This instruction will be reinforced by IXL personalized learning pathways that address individual needs. Strategy's Expected Result/Impact: Accelerated Skill Growth - Focused, small-group sessions allow students to quickly address gaps identified by NWEA MAP testing. Improved NWEA MAP RIT Scores - Targeted instruction between testing intervals leads to measurable growth in key skill areas. Better STAAR Readiness - Reinforcement of Power Standards improves performance on grade-level state assessments. Personalized Learning Support - IXL pathways adapt to each student's needs, strengthening both foundational and advanced skills. Increased Confidence and Engagement - Students gain confidence from targeted successes, making them more willing to participate and take risks in class. Greater Instructional Impact - Small group sizes enable individualized feedback and stronger connections with students. Data-Driven Planning - Tutors can use MAP and IXL reports to tailor instruction for maximum effectiveness. Opportunity for Extended Learning - More instructional time beyond the regular school day supports deeper mastery. Reduction in Below-Grade-Level Population - Fewer students remain in the "Urgent Intervention" category on MAP by the end of the year. Alignment with Campus and IB Goals - Reinforces a culture of continuous improvement and supports IB Approaches to Learning (ATL) by fostering self-management and reflection. Improved Accountability Ratings - Gains in MAP and STAAR scores contribute directly to higher overall campus performance measures. Staff Responsible for Monitoring: Principal, APs, MCLs, Department Heads, Teachers Funding Sources: - Title One School-wide	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 students performing at the MEETS level on 6th-8th Math STAAR will increase from 25% to 35%.

Strategy 1 Details	Reviews			
Strategy 1: Implement a daily, structured Math PLC agenda that includes a continuous process of internalization of instruction, refinement, and an analysis of data while including International Baccalaureate Middle Years Programme Global Contexts and Approaches to Learning with an emphasis on student tracking and teacher reflection. Strategy's Expected Result/Impact: Higher assessment scores through targeted, data-driven instruction and effective reteach plans. Consistent, Rigorous Instruction across all classrooms via daily internalization and refinement. Stronger Student Thinking Skills with the integration of IB MYP Global Contexts and Approaches to Learning. Improved Teacher Ownership through routine collaboration, reflection, and accountability. Real-Time Student Progress Monitoring enabling timely instructional adjustments. Deeper IB MYP Implementation supporting program fidelity and student engagement. Staff Responsible for Monitoring: Principal, APs, MCLs, Department Heads, IB Coordinator, Teachers 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: Provide ongoing, targeted professional development and job-embedded coaching for Mathematics teachers through regularly scheduled sessions focused on high-impact, actionable classroom practices; development and use of assessment question stems aligned to TEKS, STAAR, and IB MYP Mathematics criteria; and intentional integration of IB Global Contexts, Approaches to Learning, and inquiry-based strategies to strengthen conceptual understanding, problem-solving skills, and application of mathematical knowledge. Strategy's Expected Result/Impact: Improved instructional quality through practical, research-based strategies teachers can implement immediately. Increased STAAR readiness by aligning instruction with high-rigor assessment question stems and STAAR expectations. Stronger IB MYP alignment by integrating MYP instructional practices into daily lessons. Ongoing growth for teachers via consistent, job-embedded coaching and support. Stronger campus-wide instructional consistency through shared expectations and aligned professional learning. Staff Responsible for Monitoring: Principal, APs, MCLs, Department Heads, IB Coordinator, Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Crockett Middle School will implement a Blended Learning approach in all 6th-8th-grade Math classrooms, requiring small group rotations at least three times per week so every student meets directly with the teacher. These groups will provide intervention (reteach, remediation, guided practice on TEKS, IB MYP, and STAAR skills) and enrichment (higher-order problem solving, inquiry-based learning, and IB Global Context applications) to ensure targeted, differentiated instruction for all students. Strategy's Expected Result/Impact: Increased Student Achievement: Students will demonstrate measurable growth on MAP, STAAR, and classroom assessments as a result of consistent reteach, remediation, and differentiated small-group instruction. Closing Learning Gaps: Targeted interventions will address skill deficits in real time, leading to improved mastery of TEKS and stronger alignment with IB MYP objectives. Higher Levels of Engagement: Students will actively participate in inquiry-based learning and higher-order problem solving, fostering deeper conceptual understanding and application of knowledge. Equity in Access to Instruction: Every student, regardless of readiness level, will receive direct, personalized teacher support multiple times each week. Improved Critical Thinking and IB Alignment: Enrichment activities tied to IB Global Contexts will promote problem-solving, creativity, and international-mindedness. Sustainable Teacher Practice: Teachers will develop a consistent, campus wide structure for blending technology, small groups, and direct instruction to support long-term instructional quality. Staff Responsible for Monitoring: Principal, Assistant Principals, MCLs, Department Heads, IB Coordinator, Teachers	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 4: By May of 2026, the % of students performing at the MEETS level on 6th-8th Reading STAAR will increase from 30% to 40%.

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. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%, 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%

Strategy 1 Details	Reviews			
Strategy 1: Implement a daily, structured PLC agenda that includes a continuous process of internalization of instruction, refinement, and an analysis of data while including IB MYP Global Contexts and Approaches to Learning with an emphasis on student tracking and teacher reflection. Strategy's Expected Result/Impact: Higher STAAR Reading Scores - Consistent alignment of instruction to TEKS and STAAR rigor, coupled with ongoing data analysis, closes skill gaps faster. Improved IB MYP Language & Literature Performance - Stronger mastery of Criteria A-D (Analyzing, Organizing, Producing Text, Using Language) because lessons are purposefully planned with IB Global Contexts and Approaches to Learning. Reduced Skill Gaps - Targeted reteach cycles based on real-time data lead to faster improvement for struggling readers/writers. Greater Instructional Alignment - Teachers across grades and sections deliver more consistent pacing, strategies, and assessment practices. Stronger Lesson Quality - Daily PLC internalization sharpens clarity of objectives, selection of texts, and depth of questioning. Increased Teacher Capacity - Reflection and refinement cycles lead to teachers being more confident and skilled in delivering high-impact L&L instruction. Increased Relevance - IB Global Contexts make reading and writing tasks more meaningful, fostering higher engagement. Growth in ATL Skills - Students become more adept at self-management, communication, and critical thinking as these are embedded in daily lessons. Improved Student Tracking - Learners understand their own progress, set goals, and take ownership of their reading and writing growth. Staff Responsible for Monitoring: Principal, APs, MCLs, Department Heads, IB Coordinator, Teachers	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Provide ongoing, targeted professional development and job-embedded coaching for Language and Literature teachers through regularly scheduled sessions focused on high-impact, actionable classroom practices; development and use of assessment question stems aligned to TEKS, STAAR, and IB MYP Language & Literature criteria; and consistent integration of IB Global Contexts, Approaches to Learning, and inquiry-based strategies to strengthen both comprehension and written expression. Strategy's Expected Result/Impact: Improved STAAR Reading Performance - Increased percentage of students meeting or exceeding grade-level standards in reading comprehension and written response. Growth in IB MYP L&L Criteria Scores - Noticeable improvement in Criterion A (Analyzing), Criterion C (Producing Text), and Criterion D (Using Language) due to targeted instruction. Stronger Written Expression - Students produce more coherent, organized, and well-supported written responses using appropriate academic language. Higher Engagement - Lessons connected to IB Global Contexts make reading and writing more meaningful, leading to greater student participation. Increased Instructional Consistency - Teachers align lessons, assessments, and feedback to both TEKS/STAAR and IB MYP expectations. Enhanced Questioning Techniques - Use of rigorous, STAAR-style and IB command term-based question stems in daily instruction. Improved Instructional Planning - Lesson plans consistently embed Approaches to Learning (ATL) skills and inquiry-based learning strategies. Higher Confidence in Data Use - Teachers effectively analyze student performance data to adjust instruction and close learning gaps. Alignment with IB Authorization Goals - Evidence of IB criteria integration in core L&L instruction supports the school's full MYP authorization process. Collaborative Professional Culture - Regular PD and coaching sessions strengthen PLCs and foster shared accountability for student growth. Sustained Growth Over Time - Systematic, ongoing coaching creates lasting improvement rather than temporary gains. Staff Responsible for Monitoring: Principal, APs, MCLs, Department Heads, IB Coordinator, Teachers 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 3 Details	Reviews			
Strategy 3: Crockett Middle School will implement a Blended Learning approach in 6th-8th-grade Language and Literature classrooms, requiring small group rotations at least three times per week so every student meets directly with the teacher. These groups will provide intervention (reteach, remediation, guided practice on TEKS, IB MYP, and STAAR skills) and enrichment (higher-order problem solving, inquiry-based learning, and IB Global Context applications) to ensure targeted, differentiated instruction for all students. Strategy's Expected Result/Impact: Increased Student Achievement: Students will demonstrate measurable growth on MAP, STAAR, and classroom assessments as a result of consistent reteach, remediation, and differentiated small-group instruction. Closing Learning Gaps: Targeted interventions will address skill deficits in real time, leading to improved mastery of TEKS and stronger alignment with IB MYP objectives. Higher Levels of Engagement: Students will actively participate in inquiry-based learning and higher-order problem solving, fostering deeper conceptual understanding and application of knowledge. Equity in Access to Instruction: Every student, regardless of readiness level, will receive direct, personalized teacher support multiple times each week. Improved Critical Thinking and IB Alignment: Enrichment activities tied to IB Global Contexts will promote problem-solving, creativity, and international-mindedness. Sustainable Teacher Practice: Teachers will develop a consistent, campus wide structure for blending technology, small groups, and direct instruction to support long-term instructional quality. Staff Responsible for Monitoring: Principal, Assistant Principals, MCLs, Department Heads, IB Coordinator, Teachers	Formative			Summative
	Oct	Jan	Mar	May
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 No Progress  Accomplished  Continue/Modify  Discontinue				

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 5: By May of 2026, the % of students performing at the MEETS level on 8th Social Studies STAAR will increase from 6% to 12%.

Strategy 1 Details	Reviews			
Strategy 1: Implement a daily, structured Individuals and Societies PLC agenda that includes a continuous process of internalization of instruction, refinement, and an analysis of data while including International Baccalaureate Middle Years Programme Global Contexts and Approaches to Learning with an emphasis on student tracking and teacher reflection. Strategy's Expected Result/Impact: Increased STAAR Performance - Growth in Meets and Masters levels as lessons directly target both TEKS readiness standards and IB MYP criteria, with higher-level questioning embedded daily. Fewer Content Gaps - Misconceptions identified through data analysis will be addressed quickly, reducing recurring errors on assessments. Stronger Analytical Thinking - Frequent DBQ-style questioning and IB command terms will improve students' ability to interpret sources, justify reasoning, and write with evidence. Greater Student Ownership - Data trackers and reflection will make students more aware of their progress, leading to more self-directed improvement. Improved Instructional Consistency - Clear, shared lesson plans and internalization protocols will ensure all students across classrooms receive high-quality, aligned instruction. Deeper Data Use Skills - Teachers will become more adept at interpreting assessment results and translating them into precise reteach plans. Collaborative Expertise - Peer feedback and work sample analysis will build collective teacher capacity and strengthen instructional practices campus-wide. Increased Confidence with IB - Regular alignment of TEKS to MYP Global Contexts and Criteria will make IB integration second nature for staff. Closing of Performance Gaps - Higher achievement across all demographic subgroups as targeted reteach addresses both skill and content deficiencies. Alignment with IB Authorization Goals - Documentation of lesson plans, IB integration, and reflection cycles will serve as strong evidence for IB evaluators. Culture of Accountability & Excellence - PLCs will function as professional learning communities focused on solutions, not just compliance. Sustainable Improvement Model - The cycle of alignment, internalization, data analysis, and reteach becomes a standard operating procedure beyond Social Studies. Staff Responsible for Monitoring: Principal, APs, MCLs, IB Coordinator, Teachers 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 2 Details		Reviews			
Strategy 2: Provide ongoing, targeted professional development and job-embedded coaching in partnership with Region 18 ESC, to strengthen classroom practices, facilitate PLCs, and support lesson planning and design aligned to TEKS, STAAR, and IB MYP frameworks for Individuals and Societies teachers through regularly scheduled sessions focused on high-impact, actionable classroom practices; development and use of assessment question stems aligned to TEKS, STAAR, and IB MYP Social Studies criteria; and intentional integration of IB Global Contexts, Approaches to Learning, and inquiry-based strategies to strengthen conceptual understanding, problem-solving skills, and application of mathematical knowledge. Strategy's Expected Result/Impact: Improved STAAR Social Studies Performance - Growth in Meets and Masters levels due to alignment between instruction, TEKS readiness standards, and STAAR question types. Stronger Historical Thinking Skills - Students will better analyze primary/secondary sources, understand cause-and-effect relationships, and draw evidence-based conclusions. Higher Engagement - Lessons will become more relevant and thought-provoking through IB Global Contexts and inquiry-based strategies. Better Transfer of Knowledge - Students will more effectively apply Social Studies concepts to current events, interdisciplinary projects, and real-world contexts. Increased Instructional Precision - Teachers will design and deliver lessons that are tightly aligned to TEKS, STAAR rigor, and IB MYP criteria. Improved Questioning Skills - Frequent use of assessment question stems will raise the cognitive demand of daily instruction. Consistent Integration of IB Practices - Teachers will naturally embed IB Approaches to Learning (ATL) and Global Contexts in their planning. Enhanced Collaboration - PLCs will have a shared framework for planning, analyzing student work, and refining instructional practices. Closing of Performance Gaps - Targeted reteach and inquiry-driven instruction will help all student subgroups make measurable gains. Evidence for IB Authorization - Lesson plans, assessments, and student work will reflect IB MYP integration, supporting a strong authorization visit in 2025. Sustainable Professional Growth Model - Continuous coaching and PD will establish a long-term culture of reflective, data-informed teaching. Staff Responsible for Monitoring: Principal, APs, MCLs, Department Heads, IB Coordinator, Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
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Funding Sources: - Title One School-wide - \$40,000

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Strategy 3 Details	Reviews			
Strategy 3: Crockett Middle School will implement a Blended Learning approach in all 6th-8th-grade Individuals and Societies classrooms, requiring small group rotations at least three times per week so every student meets directly with the teacher. These groups will provide intervention (reteach, remediation, guided practice on TEKS, IB MYP, and STAAR skills) and enrichment (higher-order problem solving, inquiry-based learning, and IB Global Context applications) to ensure targeted, differentiated instruction for all students. Strategy's Expected Result/Impact: Increased Student Achievement: Students will demonstrate measurable growth on MAP, STAAR, and classroom assessments as a result of consistent reteach, remediation, and differentiated small-group instruction. Closing Learning Gaps: Targeted interventions will address skill deficits in real time, leading to improved mastery of TEKS and stronger alignment with IB MYP objectives. Higher Levels of Engagement: Students will actively participate in inquiry-based learning and higher-order problem solving, fostering deeper conceptual understanding and application of knowledge. Equity in Access to Instruction: Every student, regardless of readiness level, will receive direct, personalized teacher support multiple times each week. Improved Critical Thinking and IB Alignment: Enrichment activities tied to IB Global Contexts will promote problem-solving, creativity, and international-mindedness. Sustainable Teacher Practice: Teachers will develop a consistent, campus wide structure for blending technology, small groups, and direct instruction to support long-term instructional quality. Staff Responsible for Monitoring: Principal, Assistant Principals, MCLs, Department Heads, IB Coordinator, Teachers	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

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 6: By May of 2026, 75% of students performing at the MEETS level on 8th Science STAAR will increase from 15% to 25%.

Strategy 1 Details	Reviews			
Strategy 1: Implement a daily, structured PLC agenda that includes a continuous process of internalization of instruction, refinement, and an analysis of data while including IB MYP Global Contexts and Approaches to Learning with an emphasis on student tracking and teacher reflection. Staff Responsible for Monitoring: Principal, Assistant Principals, Department Heads, IB Coordinator, Teachers	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide ongoing, targeted professional development and job-embedded coaching for Science teachers in partnership with Region 18 ESC, to strengthen classroom practices, facilitate PLCs, and support lesson planning and design aligned to TEKS, STAAR, and IB MYP frameworks through regularly scheduled sessions focused on high-impact, actionable classroom practices; development and use of assessment question stems aligned to TEKS, STAAR, and IB MYP Science criteria; and intentional integration of IB Global Contexts, Approaches to Learning, and inquiry-based strategies to strengthen conceptual understanding, problem-solving skills, and application of mathematical knowledge. Staff Responsible for Monitoring: Principal, Assistant Principals, Department Heads, MCLs, IB Coordinator, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: - Title One School-wide - \$40,000	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Crockett Middle School will implement a Blended Learning approach in all 6th-8th-grade Science classrooms, requiring small group rotations at least three times per week so every student meets directly with the teacher. These groups will provide intervention (reteach, remediation, guided practice on TEKS, IB MYP, and STAAR skills) and enrichment (higher-order problem solving, inquiry-based learning, and IB Global Context applications) to ensure targeted, differentiated instruction for all students. Strategy's Expected Result/Impact: Increased Student Achievement: Students will demonstrate measurable growth on MAP, STAAR, and classroom assessments as a result of consistent reteach, remediation, and differentiated small-group instruction. Closing Learning Gaps: Targeted interventions will address skill deficits in real time, leading to improved mastery of TEKS and stronger alignment with IB MYP objectives. Higher Levels of Engagement: Students will actively participate in inquiry-based learning and higher-order problem solving, fostering deeper conceptual understanding and application of knowledge. Equity in Access to Instruction: Every student, regardless of readiness level, will receive direct, personalized teacher support multiple times each week. Improved Critical Thinking and IB Alignment: Enrichment activities tied to IB Global Contexts will promote problem-solving, creativity, and international-mindedness. Sustainable Teacher Practice: Teachers will develop a consistent, campus wide structure for blending technology, small groups, and direct instruction to support long-term instructional quality. Staff Responsible for Monitoring: Principal, Assistant Principals, MCLs, Department Heads, IB Coordinator, Teachers	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

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 7: By May of 2026, the percentage of students performing at the MEETS level on the 8th Algebra I STAAR assessment will increase from 71% to 80%.

Strategy 1 Details	Reviews			
Strategy 1: Crockett will provide weekly Advanced Problem-Solving & Enrichment Labs during COLT time and/or after school for Meets-level Algebra I students, focusing on multi-step, real-world problems and STAAR Masters-level tasks to deepen conceptual understanding and extend learning. Strategy's Expected Result/Impact: Increase in STAAR Performance: 10% more Meets-level students advancing to Masters-level performance on the STAAR Algebra I assessment. Deeper Conceptual Understanding: Students will strengthen their algebraic reasoning through consistent engagement with multi-step, real-world problems and Masters-level tasks. Improved Problem-Solving Stamina: Students will build persistence, critical thinking, and confidence in tackling rigorous and unfamiliar problems. Higher MAP Growth Scores: Regular exposure to enrichment content will translate into measurable growth on MAP assessments. Readiness for Advanced Academics: Students will be better prepared for higher-level math courses, Pre-AP, and IB MYP/DP pathways. Teacher Growth: Teachers will refine their ability to deliver targeted enrichment that extends learning beyond grade-level standards. Staff Responsible for Monitoring: Principal, APs. MCLs, Department Heads, IB Coordinator, Teachers	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Crockett will implement enrichment cycles that use STAAR-aligned checkpoints, MAP data, and classroom assessments to identify Meets-level students ready for acceleration. Teachers will design enrichment labs around multi-step, real-world problem-solving and master's-level STAAR tasks, ensuring that instruction is targeted, rigorous, and directly tied to student needs. Strategy's Expected Result/Impact: Increased STAAR Performance: A measurable increase in the number of Meets-level students advancing to Masters-level performance on STAAR Algebra I. Targeted Acceleration: Students identified for enrichment will receive instruction that directly addresses their readiness for advanced content, reducing instructional gaps and preventing stagnation at the Meets level. Improved Problem-Solving Skills: Regular exposure to multi-step, real-world problems will strengthen students' critical thinking, reasoning, and persistence when tackling complex tasks. Higher MAP Growth Scores: Consistent practice with rigorous, STAAR-aligned content will translate into stronger MAP growth measures, validating academic acceleration. Long-Term Readiness: Students will build stronger algebraic foundations, positioning them for success in higher-level math courses, advanced academics, and IB MYP/DP pathways. Teacher Capacity: Teachers will strengthen their ability to design and deliver enrichment tied to real-time data, creating a sustainable model of differentiated instruction. Staff Responsible for Monitoring: Principal, APs, MCLs, Department Heads, IB Coordinator, Teachers		Formative			Summative
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 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.

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: Crockett MS attendance will increase from 91% to 95%.

Strategy 1 Details	Reviews			
Strategy 1: Crockett will implement a comprehensive three-tiered attendance intervention system designed to support students whose attendance falls below 95%. The system will include proactive parent contact, individualized attendance contracts, and targeted conferences with counselors or administrators. In collaboration with Communities In Schools, the campus will work to identify and address barriers to attendance while monitoring student progress on a weekly basis. Strategy's Expected Result/Impact: Improved Attendance for At-Risk Students - Students with attendance below 95% will show steady improvement as individualized supports address root causes of absences. Increased Student Accountability - Attendance contracts and regular progress monitoring reinforce personal responsibility, aligning with IB Learner Profile traits such as principled and reflective. Reduced Chronic Absenteeism - Early, targeted interventions prevent students from falling into long-term absentee patterns. Enhanced Student Support - Barriers such as transportation, health, or family obligations are addressed through coordinated efforts with Communities In Schools and campus staff. Stronger Teacher-Parent Communication - Proactive outreach builds partnerships with families to solve attendance issues early. Data-Driven Interventions - Teachers and administrators use weekly reports to quickly identify attendance concerns and respond with targeted actions. Improved Relationships with Students - Individualized conferences foster trust, making students more likely to attend regularly and engage in learning. Reduced Number of Students Below 95% Attendance - Systematic interventions narrow the attendance gap for targeted students. Higher Accountability Ratings - Increased attendance contributes positively to the campus accountability framework. Alignment with IB Philosophy - The program reinforces balance, commitment, and responsibility as essential elements of student success, strengthening evidence for IB authorization. Culture of Support Over Compliance - Attendance improvement is approached as a shared responsibility between students, families, and the school, not just a policy requirement. Staff Responsible for Monitoring: Principal, APs, Teachers, Counselors, Attendance Clerks,	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Crockett will implement a variety of regular incentives to celebrate students achieving 95% or higher attendance. These efforts will foster a culture of attendance awareness that reflects our IB philosophy and learner profile by promoting responsibility, balance, and commitment. Strategy's Expected Result/Impact: Improved Attendance Rates - More students maintaining 95%+ attendance, directly increasing instructional time and academic opportunity. Greater Student Responsibility - Reinforcement of the IB Learner Profile traits principled, balanced, and reflective through consistent attendance habits. Increased Engagement - Students become more connected to school through positive recognition, leading to stronger participation in academics and extracurriculars. Better Academic Performance - More time in class correlates with higher MAP, STAAR, and IB MYP assessment outcomes. Positive Classroom Culture - Consistent attendance reduces gaps in learning, behavioral disruptions, and reteach demands. Improved Instructional Flow - Fewer absences mean lessons progress as planned with less time spent catching students up. Staff Buy-In - Teachers see tangible benefits of attendance initiatives, encouraging consistent promotion in classrooms. Higher Accountability Ratings - Increased attendance positively impacts the campus accountability framework. Stronger IB Alignment - Attendance culture reflects IB values, supporting IB authorization and programme evaluation evidence. Community Trust - Families see the school actively valuing and rewarding student commitment, strengthening parent-school relationships. Staff Responsible for Monitoring: Principal, APs, Teachers, Counselors, Attendance Clerks,	Formative			Summative
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 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: Exclusionary disciplinary infractions will decrease from 35% to 20 %.

Strategy 1 Details	Reviews			
Strategy 1: Counselors and administrators will work cooperatively to implement personalized tiered behavior intervention plans through the MTSS framework to provide targeted support for students with repeated behavior incidents. Crockett MS will implement the Emergent Tree framework to build proactive, tiered systems of behavior support that align expectations, interventions, and family partnerships across the campus. Through data-driven decision making, coaching, and consistent practices, the framework will reduce exclusionary discipline and strengthen a positive, equitable school culture. Strategy's Expected Result/Impact: Reduction in Repeated Behavior Incidents - Targeted supports and clear expectations help students replace negative behaviors with positive choices. Improved Self-Management Skills - Students develop the ability to regulate emotions, make responsible decisions, and resolve conflicts appropriately. Increased Academic Engagement - With fewer behavior-related disruptions, students spend more time on task and learning. Stronger Sense of Belonging - Personalized interventions make students feel supported rather than punished, aligning with IB Learner Profile traits such as caring and balanced. More Instructional Time - Fewer classroom disruptions allow teachers to focus on teaching rather than managing behavior. Better Understanding of Student Needs - Collaboration between teachers, counselors, and administrators ensures interventions are tailored and proactive. Consistency in Behavioral Expectations - The MTSS framework promotes a campus-wide approach, reducing confusion for students and staff. Decrease in Office Referrals and Suspensions - Data reflects fewer repeated incidents and improved campus climate. Positive School Culture - Focus on support over punishment builds a culture of accountability, empathy, and mutual respect. Alignment with IB Philosophy - Reinforces the development of principled, reflective learners who take responsibility for their actions. Evidence for MTSS and IB Authorization - Documented interventions and progress monitoring provide strong evidence for compliance and IB evaluation. Staff Responsible for Monitoring: Principal, APs, Counselors, Teachers, SpEd Department Head, SpEd Team, Targeted Support Strategy	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Counselors and administrators will implement a structured student check-in/check-out system that provides daily goal setting, progress monitoring, and adult mentorship for students requiring additional behavioral support. Counselors will further reinforce this work through regular "Lunch and Learns" with targeted students, fostering meaningful discussions that proactively build skills, strengthen relationships, and prevent misbehavior. Strategy's Expected Result/Impact: Improved Behavior and Self-Regulation - Daily goal setting and feedback help students recognize triggers, make positive choices, and build self-control. Increased Sense of Support and Belonging - Regular interactions with a trusted adult provide emotional connection and encouragement, fostering IB Learner Profile traits such as caring and balanced. Higher Goal Achievement - Students develop habits of setting, monitoring, and reflecting on personal goals, leading to consistent progress. Reduced Office Referrals - Ongoing monitoring addresses concerns before they escalate into disciplinary incidents. Teacher & Staff Outcomes Stronger Student-Adult Relationships - Consistent mentorship builds trust between staff and students, improving cooperation in class. Proactive Behavior Management - Teachers see improved classroom climate as students address challenges earlier in the day. Collaborative Support Structure - Counselors, administrators, and teachers work together to align interventions with classroom expectations. Decrease in Chronic Behavior Issues - Targeted daily support reduces the number of students with repeated incidents. Positive School Culture - A visible system of adult mentorship promotes a supportive and encouraging learning environment. Alignment with MTSS and IB Philosophy - Reinforces IB traits of principled and reflective, while providing documented evidence for MTSS implementation and IB evaluation. Increased Academic Engagement - Students with improved behavior are more focused and prepared to learn, contributing to overall academic performance. Staff Responsible for Monitoring: Principal, APs, Counselors, Teachers, SpEd Department Head, SpEd Team,	Formative			Summative
	Oct	Jan	Mar	May
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 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 3: Crockett MS will strengthen its College, Career, and Military Readiness (CCMR) initiatives by expanding AVID strategies campus-wide, integrating college and career exploration into daily lessons, and hosting career days along with student-led goal-setting conferences.

Strategy 1 Details	Reviews			
Strategy 1: Crockett will intentionally integrate AVID strategies and IB MYP Approaches to Learning (ATL) across all subjects, explicitly teaching organization, collaboration, inquiry, and note-taking. Students will engage in structured leadership and public speaking opportunities--such as IB exhibitions, debates, and/or student-led conferences--to strengthen communication skills and confidence. Technology and digital literacy will be embedded into instruction through coding, design software, digital presentation tools, and online research, ensuring students are prepared for advanced coursework, career pathways, and technology-driven industries. Strategy's Expected Result/Impact: Increased Academic Readiness - Students will enter high school better equipped to handle advanced coursework, including IB Diploma Programme, AP, and dual-credit classes. Stronger Organizational & Study Skills - AVID and ATL strategies will foster habits that improve time management, note-taking, and academic self-monitoring. Enhanced Communication & Leadership - Structured speaking opportunities will increase confidence, poise, and the ability to articulate ideas clearly in academic, professional, and civic settings. Improved Collaboration Skills - Students will learn how to work productively in diverse teams, a critical skill for both college and workplace success. Digital Literacy Competence - Mastery of coding, design tools, and online research will prepare students for technology-based careers and postsecondary expectations. Consistent Skill Integration Across Curriculum - Teachers will intentionally embed AVID and ATL skills into daily instruction, increasing instructional alignment. Increased Use of Inquiry-Based Learning - Lessons will more frequently push students toward critical thinking, problem-solving, and creative expression. Greater Cross-Department Collaboration - Leadership and public speaking opportunities will encourage joint projects between departments, fostering interdisciplinary learning. Higher Preparedness for CCMR - Students will develop academic, communication, and technology skills that are foundational for meeting CCMR benchmarks in high school. Positive School Culture - A focus on leadership, collaboration, and innovation will strengthen school pride and align with the IB Learner Profile. Competitive Edge for IB Authorization - This approach will provide strong evidence to IB evaluators of meaningful ATL integration and real-world skill application. Long-Term College & Career Success - Students will leave Crockett with the skills, mindset, and confidence to succeed in postsecondary education and careers. Staff Responsible for Monitoring: Principal, APs, IB Coordinator, Counselors, Teachers	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
Strategy 2: Crockett will expand career awareness by hosting an annual IB MYP Career Week, showcasing the Global Context "Orientation in Space and Time" through guest speakers, job shadowing, and hands-on workshops connected to diverse career clusters. Career-focused interdisciplinary units (IDUs) will engage students in solving real-world problems in STEM, business, and public service, simulating authentic workplace experiences. Military and public service awareness will be embedded through visits from a variety of public servants and other service organizations linking IB Learner Profile traits--principled, caring, reflective--to pathways of service and leadership Strategy's Expected Result/Impact: Expanded Career Awareness & Aspirations - Students will gain exposure to a broad range of career clusters, helping them make informed decisions about high school endorsements, CTE pathways, and postsecondary goals. Increased Relevance of Learning - Interdisciplinary Units (IDUs) that solve real-world problems will show students how classroom skills connect directly to career fields and community needs. Stronger Connection to Service & Leadership - Engagement with military and public service professionals will help students see the value of principled, caring, and reflective leadership in society. Higher Engagement in STEM & Public Service Pathways - Early exposure to hands-on, career-connected experiences will spark interest in high-demand fields like engineering, healthcare, law enforcement, and education. Improved Communication & Problem-Solving Skills - Career week and IDUs will strengthen students' collaboration, critical thinking, and presentation abilities. More Interdisciplinary Collaboration - Teachers will work together to design IDUs, promoting cross-curricular connections and cohesive instruction. Stronger Integration of IB Global Contexts - Instruction will consistently connect learning to real-world applications and service-oriented goals. Enhanced Use of Project-Based Learning - Career-focused activities will increase authentic, inquiry-driven instruction across subjects. Increased Future CCMR Readiness - Students will enter high school with clearer career interests and a stronger foundation for postsecondary success. Positive Community Partnerships - Relationships with local businesses, service organizations, and military branches will strengthen school-community connections. Evidence for IB Authorization - Career-connected learning tied to IB Global Contexts will demonstrate Crockett's commitment to real-world relevance in teaching and learning. Improved Student Motivation - When students see direct links between school and their futures, engagement, attendance, and effort are likely to increase.	Formative			Summative
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No Progress



Accomplished



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Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: Crockett Middle School will improve teacher retention from 87% to 95% by the end of the 2026 school year through targeted support systems and a positive campus culture initiative.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Crockett Middle School will strengthen mentorship and coaching programs by pairing new and early-career teachers with experienced mentors through a structured induction process that includes regular observations, feedback cycles, and collaborative planning. In addition, the campus will provide ongoing, job-embedded instructional coaching aligned with IB MYP principles, Teach Like a Champion strategies, and district priorities to ensure consistent support and professional growth. Strategy's Expected Result/Impact: Increased Teacher Retention: New and early-career teachers will feel more supported and confident, reducing turnover and helping the campus reach its 95% retention goal. Improved Instructional Practices: Teachers will internalize high-leverage strategies from IB MYP, Teach Like a Champion, and district priorities, resulting in stronger classroom instruction and student engagement. Higher Student Achievement: Consistency in instructional practices, coupled with effective coaching, will lead to improved student outcomes on STAAR, MAP, and IB-aligned assessments. Stronger Professional Culture: A structured mentoring and coaching framework will promote collaboration, trust, and continuous improvement among staff, creating a positive campus culture. Leadership Development: Experienced teachers serving as mentors will refine their leadership skills, expanding the pool of future instructional leaders and contributing to long-term sustainability. Staff Responsible for Monitoring: Principal, APs, IB Coordinator, MCLs, Department Heads, and Counselors				364

Strategy 2 Details	Reviews			
Strategy 2: Crockett Middle School will recognize staff contributions and celebrate them through monthly appreciation events, teacher spotlights, and faculty acknowledgments. To ensure teachers feel valued and heard, Crockett will establish consistent feedback loops--including listening sessions, surveys, and advisory groups--so that staff voice informs school policies, instructional priorities, and cultural events. Strategy's Expected Result/Impact: Increased Teacher Retention: Staff who feel valued and supported are more likely to remain at the campus, helping move retention rates toward the 95% goal. Improved Morale and Job Satisfaction: Regular recognition and opportunities for input foster a sense of belonging and pride among teachers, leading to higher workplace satisfaction. Stronger Campus Culture: Celebrations and acknowledgments build community and reinforce a culture of respect, collaboration, and shared success. Greater Teacher Voice and Buy-In: Feedback loops and advisory groups ensure staff feel heard, resulting in stronger ownership of campus initiatives and instructional practices. Enhanced Student Outcomes: A positive and stable teaching staff creates continuity in instruction, which directly supports improved student learning and achievement. Staff Responsible for Monitoring: Principal, APs, IB Coordinator, Department Heads, Counselors, and MCLs	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 1: Crockett will increase the connectedness indicator within Panorama from 33% to 40% for the 2025-26 school year.

Strategy 1 Details	Reviews			
Strategy 1: Crockett will host monthly assemblies and recognition boards highlighting academic achievements, IB Learner Profile traits, and acts of kindness, so students feel valued and noticed.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Crockett will create regular opportunities for students to give input on school events, classroom projects, and policies through surveys, student advisory councils, and IB exhibition planning committees.	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue 366				

Board Goal 5: Culture of Excellence

Performance Objective 2: Crockett will increase the belonging indicator within Panorama from 35% to 40% for the 2025-26 school year.

Strategy 1 Details	Reviews			
Strategy 1: Crockett will dedicate weekly COLT time to activities that strengthen peer relationships, promote empathy, and encourage inclusion through IB Approaches To Learning social skills.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Crockett will train a diverse group of student ambassadors to welcome new students, guide campus tours, and act as inclusion advocates during school events.	Formative			Summative
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Ector County Independent School District

DAEP

2025-2026 Board Goals/Performance Objectives/Strategies



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Mission Statement

Guide, Nurture, and Empower

all students to commit to academics and restorative practices to live a successful life at their fullest potential.

Vision

Transform all student into resilient citizens and life-long learners imbued with social and global skills and restorative practices to overcome all of life's challenge.

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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. 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. 14

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029. 15

Board Goal 4: Classroom Excellence 23

Board Goal 5: Culture of Excellence 24

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, AEC students will improve Mathematics STAAR performance from 0% Meets in 2025 to 6th Grade: 5% Meets, 7th Grade: 5% Meets, 8th Grade: 6% Meets, Algebra I: 7% Meets

Indicators of Success:

Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: MAP MOY and EOY

IReady Diagnostic Reports

Checkpoints

STAAR Results

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Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Internalizing lesson plans charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: This process will lead to increased student engagement, improved academic performance, and stronger alignment with district curriculum expectations, ultimately supporting successful student transitions back to their home campuses. Staff Responsible for Monitoring: Instructional Staff Principal Assistant Principals Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 6 - School Processes & Programs 3 - School Culture and Climate 3 - Perceptions 4 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 1 - School Organization 5				

Strategy 2 Details		Reviews			
Strategy 2: Middle and High School classroom teachers will utilize IXL Math for grades 6+, IReady Math and adhere to the ECISD MATH Framework. Strategy's Expected Result/Impact: By utilizing IXL Math (grades 6+), i-Ready Math, and adhering to the ECISD Math Framework, middle and high school teachers will provide students with differentiated acceleration and TEKS-aligned math instruction. Students will demonstrate measurable growth on progress monitoring assessments and improved mastery of math objectives, which will increase overall academic readiness and support successful transitions back to home campuses. Staff Responsible for Monitoring: Instructional Staff Principal Assistant Principals Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - Student Achievement 1 - School Processes & Programs 6 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2 - School Organization 2		Formative			Summative
		Oct	Jan	Mar	May
					372
Strategy 3 Details		Reviews			
Strategy 3: AEC will build teacher effectiveness and accelerate student learning by implementing Get Better Faster framework by designated quarter. Strategy's Expected Result/Impact: Teachers will internalize high-leverage instructional and classroom management practices aligned with CHAMPS and district expectations. As a result, student learning will accelerate through more rigorous, engaging, and well-managed instruction, leading to improved academic performance, increased engagement, and stronger readiness for transition back to home campuses. Staff Responsible for Monitoring: Instructional Staff Principal Assistant Principals Title I: 2.51, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 3 - School Processes & Programs 1 - School Culture and Climate 1 - Family and Community Engagement 3 - School Organization 3		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:**Student Learning**

Problem Statement 1: When enrollment increases, students are frequently grouped into multi-grade classrooms, which limits the campus's ability to deliver instruction aligned to each student's specific grade-level standards and developmental needs. This misalignment hinders academic progress, contributes to increased classroom management challenges, and negatively affects both student engagement and teacher instruction. **Root Cause:** Staffing limitations and facility constraints require the campus to combine students from multiple grade levels into single classrooms. This structure reduces the capacity to provide grade-specific, developmentally appropriate instruction and limits the ability to differentiate effectively, contributing to gaps in academic support and classroom management challenges.

Problem Statement 6: Without adequate curriculum support and access to high-quality instructional materials, teachers face challenges in planning effective lessons, implementing best instructional practices, and accurately assessing student learning. These limitations contribute to instructional gaps, inconsistent student outcomes, and reduced teacher confidence and overall instructional effectiveness. **Root Cause:** Teachers lack consistent guidance, access to aligned resources, and ongoing support from the curriculum department. This results in uncertainty when planning and delivering instruction that fully aligns with state standards and assessment expectations, ultimately impacting instructional quality and student achievement.

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School Processes & Programs

Problem Statement 1: The consistently high rate of student turnover creates significant challenges in building lasting relationships, maintaining instructional continuity, and monitoring academic and behavioral growth over time. This constant transition undermines campus culture and limits the effectiveness of long-term interventions, making it difficult to provide stable, sustained support for students and staff. **Root Cause:** As a DAEP, the campus experiences frequent and predictable student turnover due to the short-term nature of placements. This results in a constantly shifting student population with diverse academic levels, behavioral needs, and limited time for intervention, making it difficult to build consistent relationships, deliver sustained instruction, or implement long-term supports effectively.

Problem Statement 3: Without adequate curriculum support and access to high-quality instructional materials, teachers face challenges in planning effective lessons, implementing best instructional practices, and accurately assessing student learning. These limitations contribute to instructional gaps, inconsistent student outcomes, and reduced teacher confidence and overall instructional effectiveness. **Root Cause:** Teachers lack consistent guidance, access to aligned resources, and ongoing support from the curriculum department. This results in uncertainty when planning and delivering instruction that fully aligns with state standards and assessment expectations, ultimately impacting instructional quality and student achievement.

Problem Statement 6: When enrollment increases, students are frequently grouped into multi-grade classrooms, which limits the campus's ability to deliver instruction aligned to each student's specific grade-level standards and developmental needs. This misalignment hinders academic progress, contributes to increased classroom management challenges, and negatively affects both student engagement and teacher instruction. **Root Cause:** Staffing limitations and facility constraints require the campus to combine students from multiple grade levels into single classrooms. This structure reduces the capacity to provide grade-specific, developmentally appropriate instruction and limits the ability to differentiate effectively, contributing to gaps in academic support and classroom management challenges.

Perceptions

Problem Statement 4: Without adequate curriculum support and access to high-quality instructional materials, teachers face challenges in planning effective lessons, implementing best instructional practices, and accurately assessing student learning. These limitations contribute to instructional gaps, inconsistent student outcomes, and reduced teacher confidence and overall instructional effectiveness. **Root Cause:** Teachers lack consistent guidance, access to aligned resources, and ongoing support from the curriculum department. This results in uncertainty when planning and delivering instruction that fully aligns with state standards and assessment expectations, ultimately impacting instructional quality and student achievement.

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, AEC students will improve Reading STAAR performance from 0% Meets in 2025 to 6th Grade: 5% Meets, 7th Grade: 6% Meets, 8th Grade: 7% Meets, English I: 8% Meets, and English II: 8% Meets.

Indicators of Success:

Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Evaluation Data Sources: IReady Diagnostics increasing from BOY to EOY

Checkpoints

HMH Read 180

MAP growth from BOY to MOY to EOY

Strategy 1 Details	Reviews			
Strategy 1: Leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Internalizing lesson plans charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: This process will lead to increased student engagement, improved academic performance, and stronger alignment with district curriculum expectations, ultimately supporting successful student transitions back to their home campuses. Staff Responsible for Monitoring: Instructional Staff Principal Assistant Principals Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative ³⁷⁴
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Middle and High School classroom teachers will utilize HMH Read 180 for grades 6+, IReady Reading, Sirius and adhere to the ECISD RLA Framework. Strategy's Expected Result/Impact: By utilizing HMH Read 180 (grades 6+), i-Ready Reading, Sirius and adhering to the ECISD RLA Framework, middle and high school teachers will provide students with differentiated acceleration and TEKS-aligned reading instruction. Students will demonstrate measurable growth on progress monitoring assessments and improved mastery of reading objectives, which will increase overall academic readiness and support successful transitions back to home campuses. Staff Responsible for Monitoring: Instructional Staff Principal Assistant Principals Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: AEC will build teacher effectiveness and accelerate student learning by implementing Get Better Faster framework by designated quarter. Strategy's Expected Result/Impact: Teachers will internalize high-leverage instructional and classroom management practices aligned with CHAMPS and district expectations. As a result, student learning will accelerate through more rigorous, engaging, and well-managed instruction, leading to improved academic performance, increased engagement, and stronger readiness for transition back to home campuses. Staff Responsible for Monitoring: Instructional Staff Principal Assistant Principals Title I: 2.51, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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No Progress Accomplished Continue/Modify Discontinue				

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, AEC students will improve Science STAAR performance from 0% Meets in 2025 to 8th Grade: 6% Meets and Biology: 7% Meets.

Evaluation Data Sources: Checkpoints
MAP growth from BOY to MOY to EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Internalizing lesson plans charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: This process will lead to increased student engagement, improved academic performance, and stronger alignment with district curriculum expectations, ultimately supporting successful student transitions back to their home campuses. Staff Responsible for Monitoring: Instructional Staff Principal Assistant Principals Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				376

Strategy 2 Details		Reviews			
Strategy 2: AEC teachers will implement hands-on, inquiry-based labs aligned to key STAAR readiness standards in both 8th Grade Science and Biology. Weekly lab experiences will reinforce core concepts, enabling students to apply scientific practices rather than simply memorize facts. Strategy's Expected Result/Impact: By implementing weekly hands-on, inquiry-based labs aligned to key STAAR readiness standards in 8th Grade Science and Biology, AEC teachers will provide students with opportunities to actively engage in the scientific process. These lab experiences will deepen conceptual understanding, strengthen problem-solving skills, and improve students' ability to apply scientific practices rather than rely solely on memorization. As a result, students will demonstrate increased mastery of STAAR readiness standards, improved critical thinking, and measurable gains in Science STAAR performance, supporting overall academic growth and successful transitions back to their home campuses. Staff Responsible for Monitoring: FTEs Principal Assistant Principals Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: AEC will build teacher effectiveness and accelerate student learning by implementing Get Better Faster framework by designated quarter. Strategy's Expected Result/Impact: Teachers will internalize high-leverage instructional and classroom management practices aligned with CHAMPS and district expectations. As a result, student learning will accelerate through more rigorous, engaging, and well-managed instruction, leading to improved academic performance, increased engagement, and stronger readiness for transition back to home campuses. Staff Responsible for Monitoring: Instructional Staff Principal Assistant Principals Title I: 2.51, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

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 4: By May 2026, AEC students will improve Social Studies STAAR performance from 0% Meets in 2025 to 8th Grade: 6% Meets and US History: 7% Meets.

Evaluation Data Sources: Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Internalizing lesson plans charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: This process will lead to increased student engagement, improved academic performance, and stronger alignment with district curriculum expectations, ultimately supporting successful student transitions back to their home campuses. Staff Responsible for Monitoring: Instructional Staff Principal Assistant Principals Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				379

Strategy 2 Details	Reviews			
Strategy 2: AEC will build teacher effectiveness and accelerate student learning by implementing Get Better Faster framework by designated quarter. Strategy's Expected Result/Impact: Teachers will internalize high-leverage instructional and classroom management practices aligned with CHAMPS and district expectations. As a result, student learning will accelerate through more rigorous, engaging, and well-managed instruction, leading to improved academic performance, increased engagement, and stronger readiness for transition back to home campuses. Staff Responsible for Monitoring: Instructional Staff Principal Assistant Principals Title I: 2.51, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				380

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

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: AEC Counselor will identify 9th grade students who are at risk of failing two or more classes and connect them with available campus services to reduce the district's 9th grade dropout rate from 32% to 27% or lower by May 2026.

Evaluation Data Sources: Academic Performance Data
Attendance Data

Strategy 1 Details	Reviews			
Strategy 1: The Saturday Student Support Program will provide on-site teachers to address individual learning needs, academic concerns, and content comprehension. The program will prioritize students transitioning from youth centers and those with chronic absenteeism, offering targeted opportunities to recover lost credits, strengthen STAAR readiness, and close learning gaps. Students will utilize Edgenuity and district-approved platforms for coursework completion, academic intervention, and skill reinforcement. Strategy's Expected Result/Impact: Students will recover missed credits, demonstrate improved content mastery, and close critical learning gaps. This program will increase overall student achievement, reduce the risk of grade retention, and enhance readiness for successful transition back to home campuses. Staff Responsible for Monitoring: Instructional Staff Principal Assistant Principals Title I: 2.51, 2.53, 2.533 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: SAS Counselor, Guidance Counselor, Behavior Interventionist or Communities in School will provide social-emotional support and behavior coaching to help students build resilience, self-regulation, and coping skills. Teachers and administrators will monitor student progress through completion rates, assessment performance, and SEL growth indicators. Strategy's Expected Result/Impact: AEC students will receive targeted social-emotional support and behavior coaching to strengthen resilience, self-regulation, and coping skills. Teachers and administrators will monitor student progress through completion rates, assessment performance, and SEL growth indicators. As a result, students will demonstrate improved classroom behavior, stronger coping strategies, and increased academic engagement. These gains will contribute to higher student achievement, reduced behavioral incidents, and more successful transitions back to home campuses. Staff Responsible for Monitoring: Instructional Staff Principal Assistant Principals Title I: 2.51, 2.53, 2.531, 2.533 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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 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: Exclusionary disciplinary infractions for 6th- 12th grades who are repeat offenders will decrease discipline referrals from 39.16% to 34.16%.

Evaluation Data Sources: PIEMS Discipline Data
Academic Performance Data
Attendance Data

Strategy 1 Details	Reviews			
Strategy 1: The Communities in Schools (CIS) representative and the AEC Behavior Interventionist will collaborate in bi-weekly meetings to review student behavior concerns and develop targeted intervention plans. Once students with behavior concerns are identified, a Multi-Tiered Support System (MTSS) meeting will be scheduled with their families to determine next steps. Strategy's Expected Result/Impact: By developing individualized intervention plans and engaging families in Multi-Tiered Support System (MTSS) meetings, the campus will ensure that students' behavioral and social-emotional needs are addressed proactively. As a result, students will demonstrate improved self-regulation, reduced behavior incidents, and stronger family-school partnerships. These supports will enhance student engagement, improve overall school climate, and increase the likelihood of successful transitions back to home campuses. Staff Responsible for Monitoring: CIS Representative Behavior Interventionist Assistant Principals Principal 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
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
Strategy 2: Provide professional learning to AEC staff on trauma informed behavior interventions and de-escalation strategies from district MTSS Behavior Team and Region 18. Strategy's Expected Result/Impact: Strengthen AEC faculty capacity to implement trauma informed behavior interventions and effective de-escalation strategies. Teachers and support staff will develop a deeper understanding of how to proactively address challenging behaviors while maintaining positive, inclusive classroom environments. As a result, the campus will see a reduction in office referrals and crisis incidents, improved student-teacher relationships, and a stronger sense of safety and belonging for students. These outcomes will contribute to improved school climate and support students' successful transition back to their home campuses. Staff Responsible for Monitoring: Principal Assistant Principals Behavior Interventionist MTSS Team Title I: 2.533, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				385
 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 3: By May 2026, 100% of AEC and ECYC high school students will engage in college, career, and military readiness preparation activities, such as TSI practice, career interest inventories, or credit recovery opportunities, ensuring smoother transition to home campuses where formal CCMR indicators can be earned.

Strategy 1 Details	Reviews			
Strategy 1: The Saturday Student Support Program will provide on-site teachers to address individual learning needs, academic concerns, and content comprehension. The program will prioritize students transitioning from youth centers and those with chronic absenteeism, offering targeted opportunities to recover lost credits, strengthen STAAR readiness, and close learning gaps. Students will utilize Edgenuity and district-approved platforms for coursework completion, academic intervention, and skill reinforcement. Strategy's Expected Result/Impact: Students will recover missed credits, demonstrate improved content mastery, and close critical learning gaps. This program will increase overall student achievement, reduce the risk of grade retention, and enhance readiness for successful transition back to home campuses. Staff Responsible for Monitoring: Instructional Staff Principal Assistant Principals Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Family Night for College, Career, and Military Readiness: Partner with Odessa College, Texas Workforce representatives, and military recruiters to provide families with information and resources. We will have information on high school endorsement areas and pathways, dual credit, AP, and CTE opportunities. Strategy's Expected Result/Impact: Students and families will gain a stronger understanding of college, career, and military readiness options. Families will be better equipped to support students in meeting CCMR indicators after transitioning back to their home campus. Increased participation in CCMR-aligned programs once students return to their home campus. Staff Responsible for Monitoring: Instructional Staff Principal Assistant Principals Title I: 2.532 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				387
 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 4: AEC attendance for the year will increase from 82.7% to 88% and AEC students 6th- 12th grades who are repeat offenders will increase attendance from 82.71% to 87.71%.

Evaluation Data Sources: PEIMS Attendance

Strategy 1 Details	Reviews			
Strategy 1: Attendance Data Review & Intervention Planning: The Community Outreach Center (COC) representative and the AEC campus office team will collaborate through bi-weekly meetings to review student attendance data, identify students with chronic absenteeism, and develop targeted intervention plans. The team will continuously monitor progress and adjust supports to ensure that strategies remain responsive to the needs of students. Strategy's Expected Result/Impact: Increase attendance and academic performance. Staff Responsible for Monitoring: Attendance Clerk Community Outreach Center representative Instructional Staff Assistant Principals Principal Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				388
Strategy 2 Details	Reviews			
Strategy 2: The Saturday Student Support Program will provide on-site teachers to address individual learning needs, academic concerns, and content comprehension. The program will prioritize students transitioning from youth centers and those with chronic absenteeism, offering targeted opportunities to recover lost credits, strengthen STAAR readiness, and close learning gaps. Students will utilize Edgenuity and district-approved platforms for coursework completion, academic intervention, and skill reinforcement. Strategy's Expected Result/Impact: AEC will see an increase in credit completion rates, improved student performance on progress monitoring and STAAR assessments, and stronger re-engagement in academics. These gains will reduce risk of retention, support student promotion to the next grade level, and increase readiness for successful transition back to home campuses. Staff Responsible for Monitoring: Instructional Staff Principal Assistant Principals	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: The AEC leadership team will collaborate with district and home campus administrators to develop coordinated transition plans that provide academic, behavioral, and social-emotional supports. As a result, the district Significant Disproportionality Discipline African American Risk Ratio will decrease from 3.5 in 2024-25 to 2.4 or lower by the end of the 2025-26 school year.

Evaluation Data Sources: Discipline Data
Eduphoria: Exhibit A and B
MTSS Data Reports

Strategy 1 Details	Reviews			
Strategy 1: AEC Behavior Interventionists will collaborate monthly with district behavior specialists to provide targeted supports for student transitions back to home campuses. These meetings will focus on sharing effective academic, behavioral, and social-emotional strategies to increase the likelihood of sustained student success. Strategy's Expected Result/Impact: Sharing effective academic, behavioral, and social-emotional strategies, staff will increase student readiness for reentry and reduce the likelihood of repeat disciplinary placements. Staff Responsible for Monitoring: AEC Behavior Interventionist Principal Assistant Principals MTSS Team	Formative			Summative
	Oct	Jan	Mar	May
				390
Strategy 2 Details	Reviews			
Strategy 2: AEC administrators will conduct transition meetings with the home campus behavior coordinator, parent/guardian, and designated campus support members. These meetings will focus on reviewing academic progress, behavioral growth, and social-emotional supports to ensure a smooth transition. Collaborative planning will establish clear expectations, identify needed interventions, and connect students to ongoing resources at their home campus, thereby increasing the likelihood of sustained success. Strategy's Expected Result/Impact: Students will experience smoother reentry, stronger continuity of supports, and reduced risk of repeat disciplinary placements. This collaborative approach will increase student engagement, improve academic outcomes, and enhance long-term readiness for sustained success at the home campus. Staff Responsible for Monitoring: AEC Behavior Interventionist Principal Assistant Principals SAS and Guidance Counselor	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 1: AEC Panorama will increase 19% to 25% in Student Engagement.

Evaluation Data Sources: Panorama Data

Strategy 1 Details	Reviews			
Strategy 1: Implement Consistent CHAMPS and AEC Campus Procedures Strategy's Expected Result/Impact: Students will demonstrate improved self-regulation, reduced disruptive behaviors, and increased engagement in academic tasks. This will contribute to a safer, more supportive campus climate and better prepare students for successful transitions back to their home campuses. Staff Responsible for Monitoring: Instructional Staff Principal Assistant Principals Behavior Interventionist	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: AEC will build teacher effectiveness and accelerate student learning by implementing Get Better Faster framework by designated quarter. Strategy's Expected Result/Impact: AEC teachers will implement effective routines, clear expectations, and differentiated instructional strategies that promote student engagement. As a result, students will demonstrate higher levels of participation, improved academic performance, and increased ownership of their learning. These gains will close learning gaps, improve classroom climate, and prepare students for successful reentry to their home campuses. Staff Responsible for Monitoring: Instructional Staff Principal Assistant Principals	Formative			Summative
	Oct	Jan	Mar	May
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 2: AEC Panorama will increase from 22% to 28% in School Connectedness

Evaluation Data Sources: Panorama Data

Strategy 1 Details	Reviews			
Strategy 1: Implement one iLead SEL lesson per week to deliver the ten essential social-emotional learning competencies to students. Each quarter, campus counselors will conduct brief check-ins with staff to monitor and support consistent implementation of the iLead program. Strategy's Expected Result/Impact: Foster an environment that promotes a positive mindset towards positive self-awareness, self-efficacy, perseverance, and overall well-being and personal growth. Staff Responsible for Monitoring: FTE Counselors/ Community in School Principal Assistant Principals	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
Strategy 2: Create a Positive and Inclusive Classroom Climate Strategy's Expected Result/Impact: Students will demonstrate stronger connections to school, improved behavior, and greater academic engagement. These outcomes will contribute to a safer, more inclusive campus culture and support successful student transitions back to their home campuses. Staff Responsible for Monitoring: AEC Faculty Principal Assistant Principals	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District

Dowling Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



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Mission Statement

Our Mission:

Dowling Elementary will inspire students to develop intellectually, emotionally, and socially in a safe, orderly, and culturally diverse learning environment.

Vision

Our Vision:

We believe that in our quest for excellence, EVERY child can succeed in reaching his/her academic potential and becoming a responsible and productive citizen.

Value Statement

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At Dowling, we enable students to be themselves--to explore their interests, discover their strengths and find the confidence to succeed in the world beyond Dowling.

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Our Mission: 2

 Dowling Elementary will inspire students to develop intellectually, emotionally, and socially in a safe, orderly, and culturally diverse learning environment. 2

Our Vision: 2

 We believe that in our quest for excellence, EVERY child can succeed in reaching his/her academic potential and becoming a responsible and productive citizen. 2

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. 11

 Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029. 16

 Board Goal 4: Classroom Excellence 22

 Board Goal 5: Culture of Excellence 25

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, the percentage of 3rd-5th grade students performing at Meets on the Math STAAR will increase from 30% (2025) to 38% (2026).

Indicators of Success:

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

Strategy 1 Details	Reviews 396			
Strategy 1: Reteach lessons on low-scoring TEKS from the district check points will be scripted and rehearsed during PLCs for grades 3-5. MCLs and/or leadership will follow up to observe the reteach lessons. Strategy's Expected Result/Impact: Academic gaps and individual student needs will be addressed. Staff Responsible for Monitoring: MCLs and leadership Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Differentiated weekly instruction through iReady Math (3-5) and My Math Academy (K-2). Students will complete a minimum of two lessons per week. Teachers and students will track the number of lessons completed each week. Strategy's Expected Result/Impact: Academic gaps in individual student needs will be addressed. High-performing students will grow academically. Staff Responsible for Monitoring: Classroom teachers, leadership 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
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Implement twice weekly math spirals and "Math Talks" focusing on problem-solving, computational fluency, and algebraic reasoning in grades 3-5 on Tuesdays and Thursdays. Strategy's Expected Result/Impact: Increased student proficiency and confidence in mathematics by strengthening foundational skills, improving problem-solving abilities, and deepening conceptual understanding of algebraic reasoning. Staff Responsible for Monitoring: Principal, AP, Fellow and MCL (Math) TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
				397

Strategy 4 Details		Reviews			
Strategy 4: Provide data-driven small group instruction and interventions targeting students who are approaching grade level in geometry, measurement, and data analysis in grades 3-5. Minimum 3x per week for 20-30 minutes Mon/Weds/Fri per session in small groups during intervention/enrichment block. Targeted students will be students. scoring just below the Meets cut score -- typically in the Approaches high band -- who can be accelerated to Meets with targeted instruction. Measures will include map growth, campus developed TEK's checkpoints and teacher progress monitoring. Strategy's Expected Result/Impact: Students receiving targeted small group instruction in geometry, measurement, and data analysis will close skill gaps, demonstrate improved mastery of these TEKS, and show measurable gains on formative assessments, Staff Responsible for Monitoring: Principal, AP, Principal Fellow and MCL TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue 398					

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, the percentage of 3rd-5th grade students performing at Meets on the Reading STAAR will increase from 34% (2025) to 40% (2026).

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%, 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

Strategy 1 Details	Reviews			
Strategy 1: All students who did not meet their individual RIT Growth scores in MAP Reading (English and Spanish) the previous year will receive high-impact tutoring for at least 2 hours weekly from either a classroom teacher or an online tutor. Strategy's Expected Result/Impact: An increase in their MAP growth through evidence of RIT score. Staff Responsible for Monitoring: Grade-level teachers, campus leadership 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
	Oct	Jan	Mar	May
				399
Strategy 2 Details	Reviews			
Strategy 2: Differentiated instruction through Istation (bilingual classes) and IReady (monolingual and bilingual classes) will be used weekly. Students will complete a minimum of two lessons weekly, and teachers and students will track lesson completion data weekly. Strategy's Expected Result/Impact: Academic gaps in individual student needs will be addressed. High-performing students will grow academically. Staff Responsible for Monitoring: teachers, leadership TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Establish a campus-wide writing initiative, integrating daily writing, grammar, and editing blocks in all grades daily. Strategy's Expected Result/Impact: Students will develop stronger writing fluency, grammar accuracy, and editing skills across all content areas. This will result in higher quality written responses, improved composition organization, and increased STAAR Writing and Reading performance, with more students moving from Approaches to Meets and Masters Grade Level. Staff Responsible for Monitoring: MCL's, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Conduct PLCs focused on analyzing reading/writing student work, calibrating scoring, and adjusting instruction using TEKS-based checkpoints 2 times a month. Strategy's Expected Result/Impact: Teachers will make more targeted instructional adjustments, leading to measurable gains in reading comprehension and writing proficiency, and increased STAAR Reading Meets/Masters rates. Staff Responsible for Monitoring: Principal, PLC leads TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
				400
 No Progress  Accomplished  Continue/Modify  Discontinue				

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, the percentage of 5th grade students performing at Meets on the Science STAAR will increase from 28% (2025) to 38% (2026).

Indicators of Success:

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

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Science will be taught daily using district-approved resources in grades K-5 a minimum of 30 minutes per day. Strategy's Expected Result/Impact: Increase in students' science background knowledge. Staff Responsible for Monitoring: teachers, leadership TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				401
Strategy 2 Details	Reviews			
Strategy 2: All grade levels will take the science SCAs and reteach lessons on low-scoring TEKS from the Short Cycle Assessments will be scripted and rehearsed during PLCs. MCLs and/or leadership will follow up to observe the reteach lessons. Strategy's Expected Result/Impact: Academic gaps and individual student needs will be addressed. Staff Responsible for Monitoring: MCLs and leadership TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: In each science unit, all classrooms K-5 will engage students with hands-on experiments that demonstrate scientific concepts using district-approved resources. Strategy's Expected Result/Impact: Increase in student engagement; build background knowledge in science Staff Responsible for Monitoring: teachers, leadership 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
Strategy 4 Details	Reviews			
Strategy 4: In 3rd, 4th, and 5th-grade teachers will spiral in previously learned material as science "Do Now" activities daily using released STAAR questions. Strategy's Expected Result/Impact: Students will continue to review previously learned material throughout the year. Staff Responsible for Monitoring: 5th-grade teachers, 5th-grade MCL 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
				402
Strategy 5 Details	Reviews			
Strategy 5: Provide STAAR prep camps and targeted tutoring during spring semester for students performing below Approaches in key science strands. Strategy's Expected Result/Impact: Students will strengthen mastery of targeted TEKS, improve confidence in applying science concepts, and increase their STAAR Science achievement levels. Staff Responsible for Monitoring: Principal, Science Lead Teacher TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
 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 1: By May 2026, the percentage of K-2 students meeting or exceeding their MAP Growth RIT goals in Reading will increase from approximately 45% (2025) to 55% (2026).

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 Scores

Strategy 1 Details	Reviews			
Strategy 1: Implement daily guided reading and phonics interventions with progress monitoring every two weeks. Strategy's Expected Result/Impact: Students will strengthen foundational reading and decoding skills, leading to improved reading fluency, comprehension, and vocabulary. Progress monitoring will show consistent movement toward grade-level expectations, with more students meeting MAP Growth RIT goals and increasing their likelihood of achieving Meets Grade Level on STAAR Reading in later grades. Staff Responsible for Monitoring: Principal, Grade-Level PLC Leads TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				403
Strategy 2 Details	Reviews			
Strategy 2: Teachers will follow the C&I framework for reading and use high-quality instructional materials approved through C&I. Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores Staff Responsible for Monitoring: MCL, Team Lead, and Leadership 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
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Opportunity Culture will be used on campus. Four MCLs 2nd reading, 3rd math, 4th reading and 5th grade math will lead grade-level PLCs and coach teachers using the district coaching framework. Strategy's Expected Result/Impact: All teachers will receive coaching using the district protocol and high-quality PLCs. Staff Responsible for Monitoring: Principal, Opportunity Culture Department TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: - Title One School-wide - \$24,000	Formative			Summative
	Oct	Jan	Mar	May
 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, the percentage of 3rd grade students performing at Meets on Reading STAAR will increase from 34% (2025) to 42% (2026).

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: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted Tier 2/3 reading interventions based on STAAR-aligned checkpoints and small-group instruction. Tier 2/3 students will be targeted across all grade levels. Three times a week for 20 minutes tier 1 and 5 times a week for for 30 minutes tier 3 students. Strategy's Expected Result/Impact: Students receiving Tier 2/3 reading interventions will show measurable improvement in comprehension, fluency, and vocabulary, as evidenced by bi-weekly progress monitoring, MAP Growth results, and increased percentages of students moving from Approaches to Meets on STAAR Reading. Staff Responsible for Monitoring: Principal, MCL, and Teachers. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				405
Strategy 2 Details	Reviews			
Strategy 2: Host family literacy events each semester to build home-school connections and support reading growth outside the classroom two times per semester. Strategy's Expected Result/Impact: Families will gain strategies and resources to support reading growth at home. Increased family engagement will contribute to improved student reading fluency, comprehension, and vocabulary, as measured by progress monitoring, MAP Growth data, and an increase in the percentage of students meeting grade-level reading goals. Staff Responsible for Monitoring: ILT TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May



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 3: By May 2026, the percentage of K-2 bilingual students exceeding their MAP Reading (Spanish) RIT goal will increase from 21% in Spring 2025 to 30% in Spring 2026.

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

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development for bilingual teachers on evidence-based literacy strategies and progress monitoring tools for Spanish literacy growth. Strategy's Expected Result/Impact: Greater instructional consistency across bilingual classrooms, resulting in higher student engagement and improved MAP Reading (Spanish) growth rates. Staff Responsible for Monitoring: Principal Title I: 2.51, 2.53, 2.531, 2.534	Formative			Summative
	Oct	Jan	Mar	May
				407
Strategy 2 Details	Reviews			
Strategy 2: Implement bi-weekly progress monitoring to adjust instruction and interventions. Strategy's Expected Result/Impact: More timely instructional adjustments leading to accelerated reading growth and reduced achievement gaps between bilingual and non-bilingual students. Staff Responsible for Monitoring: MCL, Grade level lead, principal Title I: 2.51, 2.53	Formative			Summative
	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 91% by May 2029.

Performance Objective 1: Panorama data in School Connectedness will increase from 53% to 63% by May 2026.

Evaluation Data Sources: Attendance Data, Panorama Data

Strategy 1 Details	Reviews			
Strategy 1: SEL support will be provided through various methodologies to remove psycho-social barriers for students struggling with attendance and academic progress. Strategy's Expected Result/Impact: Psycho-social barriers for students struggling with attendance and academic progress will be removed. Staff Responsible for Monitoring: CIS Coordinator, Counselors, Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				408
Strategy 2 Details	Reviews			
Strategy 2: Students in all grade levels will have classroom jobs to develop a sense of a School Family. Students in grades 3-5 can apply for campus jobs as Junior VIPs. Strategy's Expected Result/Impact: Panorama data for the question related to belonging at school will increase from 62% to 75%. Staff Responsible for Monitoring: Teachers; Leadership TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: All staff will receive Conscious Discipline training multiple times yearly during after-school professional learning. Strategy's Expected Result/Impact: Increase in student connectedness. Staff Responsible for Monitoring: Principal and Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Conscious Discipline E Course and books - Title One School-wide - \$1,600	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Staff will participate in iLead Transformation Tables at weekly staff meetings. Strategy's Expected Result/Impact: Panorama data in belonging will increase from 53% to 70%; Well-being will increase from 51% to 70%; school climate will increase from 65% to 80%; TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				409
 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 91% by May 2029.

Performance Objective 2: Student Panorama data for Self-Efficacy will increase from 46% to 54% by May 2026.

Evaluation Data Sources: Panorama Data

Strategy 1 Details	Reviews			
Strategy 1: The campus will use Morning Affirmations with all students to build self-esteem. Strategy's Expected Result/Impact: Students will have positive affirmations they can repeat to themselves when they are facing challenges in the classroom. Staff Responsible for Monitoring: Teachers; Leadership TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				410
Strategy 2 Details	Reviews			
Strategy 2: A mentoring program will be developed and used for students with challenging behaviors. Strategy's Expected Result/Impact: Improved self-esteem, role-modeling; behavioral improvements Staff Responsible for Monitoring: AP, mentors, Counselor TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Students will set SEL and academic goals for themselves. Students will reflect on their goals and track their progress towards meeting them. Strategy's Expected Result/Impact: Students will learn how to set short-term and long-term goals and determine the steps needed to reach those goals. Students will gain confidence. Staff Responsible for Monitoring: Teachers, CIS, Counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	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 91% by May 2029.

Performance Objective 3: By May 2026, Dowling Elementary will reduce total discipline referrals by 15% from 47 incidents (2025) to 40 incidents or fewer as measured by discipline reports.

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%,
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: PEIMS Discipline Data Submission

Strategy 1 Details	Reviews			
Strategy 1: Implement the Emergent Tree behavior framework to strengthen Tier 1 supports campus wide. Train all staff in proactive classroom management, clear behavior expectations, and consistent reinforcement strategies. Integrate daily SEL and PBIS lessons aligned with the Emergent Tree model. Strategy's Expected Result/Impact: Increased consistency in behavior expectations across classrooms, reduced low-level disruptions, and fewer discretionary discipline referrals. Staff Responsible for Monitoring: Principal, Counselor, Emergent Tree Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				412
Strategy 2 Details	Reviews			
Strategy 2: Train staff in restorative conversations and use reflection circles to address conflicts and repair relationships. Provide structured follow-up to prevent repeat incidents. Frequency: After each relevant incident Strategy's Expected Result/Impact: Reduction in repeated behavior referrals, stronger relationships between staff and students, and improved school climate indicators. Staff Responsible for Monitoring: Principal, Counselor, Classroom Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	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 91% by May 2029.

Performance Objective 4: By May 2026, Dowling Elementary will increase the average daily attendance rate from 93.9% to 95%

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

Evaluation Data Sources: PEIMS Daily Attendance

Strategy 1 Details	Reviews			
Strategy 1: Review attendance data weekly to identify students trending toward chronic absenteeism. Make early contact with families through phone calls, conferences, and home visits, and connect them with needed resources. Strategy's Expected Result/Impact: Earlier interventions will reduce chronic absenteeism and increase the percentage of students attending 95% or more of instructional days. Staff Responsible for Monitoring: Principal, Clerk, Counselor and CIS representative TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				413
Strategy 2 Details	Reviews			
Strategy 2: Implement monthly and semester attendance challenges with recognition for students and classes meeting attendance goals (e.g., certificates, special activities, school-wide recognition). Strategy's Expected Result/Impact: Increased student motivation to attend daily, contributing to improved average daily attendance and fewer chronic absences. Staff Responsible for Monitoring: Principal, Clerk, Counselor and CIS representative TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2026, 100% of classrooms will implement AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies across all core subjects, as evidenced by classroom walkthrough data, lesson plans, and student work samples.

Evaluation Data Sources: By May 2026, 100% of classrooms will implement AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies across all core subjects, as evidenced by classroom walkthrough data, lesson plans, and student work samples.

Strategy 1 Details	Reviews			
Strategy 1: The AVID Site Team will send a monthly newsletter highlighting classroom successes using AVID strategies. Strategy's Expected Result/Impact: Increased teacher awareness and collaboration around AVID best practices, leading to more consistent use of WICOR strategies across classrooms. Teachers will feel recognized for their instructional efforts, which will strengthen campus-wide AVID implementation fidelity. Staff Responsible for Monitoring: AVID Site Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				414
Strategy 2 Details	Reviews			
Strategy 2: Teachers will submit documentation of the use of AVID strategies in the form of pictures or other artifacts to their grade-level Site Team members at least monthly. Strategy's Expected Result/Impact: 100% of classrooms will use AVID strategies Documentation will be collected monthly Staff Responsible for Monitoring: AVID Site Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2026, increase retention of classroom teachers to at least 90% from the district average of 76%, as confirmed through state accountability reports.

Evaluation Data Sources: TAPR Report

Strategy 1 Details	Reviews			
Strategy 1: Implement a structured mentoring program pairing new and early-career teachers with experienced teacher leaders. Provide on-boarding, classroom management coaching, and regular check-ins during the first two years. Strategy's Expected Result/Impact: Improved teacher satisfaction and retention, particularly for first- and second-year teachers. Staff Responsible for Monitoring: Principal, Mentor Teacher Lead TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				415
Strategy 2 Details	Reviews			
Strategy 2: Implement staff recognition programs, collaborative decision-making opportunities, and wellness initiatives to strengthen morale. Include regular climate feedback sessions to address concerns early. Frequency: Recognition events monthly; climate checks quarterly. Strategy's Expected Result/Impact: Higher teacher satisfaction ratings and reduced turnover. Staff Responsible for Monitoring: Principal, Campus Leadership Team TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2026, at least 90% of teachers will earn Proficient or above on TTESS Domains 2.1 (Achieving Expectations) and 2.2 (Content Knowledge).

Evaluation Data Sources: Eduphoria, Strive

Strategy 1 Details	Reviews			
Strategy 1: Monitor MCL/grade level lead coaching cycles focused on lesson design, TEKS alignment, and student engagement strategies. Use walkthrough data to provide actionable feedback aligned to TTESS Domains 2.1 and 2.2. Strategy's Expected Result/Impact: Teachers consistently deliver rigorous, standards-aligned lessons, improving TTESS ratings in targeted domains. Staff Responsible for Monitoring: Principal/ILT TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				416
Strategy 2 Details	Reviews			
Strategy 2: Facilitate structured learning walks where teachers visit one another's classrooms to observe instructional strategies aligned to TTESS Domains 2.1 and 2.2. Follow each observation with a guided reflection session to share best practices and identify areas for growth once a month. Strategy's Expected Result/Impact: Increased teacher collaboration, shared ownership of instructional improvement, and stronger alignment to TTESS expectations, resulting in more teachers scoring Proficient or above. Staff Responsible for Monitoring: Principal, team leads, MCL's TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2026, Panorama Sense of Belonging will increase from 54% to 62%.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Pair at-risk students with a staff mentor for weekly check-ins, goal-setting, and encouragement. Strategy's Expected Result/Impact: Improved trust and consistent adult connections for students most at risk of disengagement. Staff Responsible for Monitoring: Principal, Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Students in grades 3-5 will complete a brief SEL reflection journal at the end of each project-based or hands-on learning activity. Prompts will ask students to rate their teamwork, describe how they contributed, and reflect on how they felt connected to their group. Strategy's Expected Result/Impact: Increased student awareness of collaboration and connectedness. Data from journals will be reviewed monthly to monitor growth in positive peer interactions and sense of belonging. Staff Responsible for Monitoring: Classroom Teachers, MTSS team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2026, Panorama Engagement will increase from 46% to 55%.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Implement at least one project-based or hands-on learning unit per semester in each grade level. Strategy's Expected Result/Impact: Students will demonstrate increased engagement, collaboration, and problem-solving skills through active participation in project-based and hands-on learning activities. These instructional approaches will lead to deeper understanding of content, higher student motivation, and improved performance on classroom assessments and Panorama Engagement survey indicators. Staff Responsible for Monitoring: Principal/ILT TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				418
Strategy 2 Details	Reviews			
Strategy 2: Implement a short, weekly student engagement survey (1-3 quick questions) where students rate their interest and participation in class activities. Teachers will review results to adjust lessons and incorporate more student-driven, high-interest learning opportunities. Strategy's Expected Result/Impact: Increased relevance and variety in instruction based on student feedback, leading to higher participation and an improvement in Panorama Engagement scores from 46% to 55%. Staff Responsible for Monitoring: Classroom Teachers, Principal, Team Leads. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2026, the percentage of students who report feeling connected to peers and adults at Dowling Elementary will increase from 63% in Spring 2025 to 70%, as measured by the Panorama School Connectedness survey.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Expand classroom morning meetings and restorative circles to all grade levels, embedding structured time for peer-to-peer relationship building and social-emotional learning at least twice per week. Strategy's Expected Result/Impact: Increased student-to-student connection, improved classroom climate, and higher engagement as measured by Panorama peer relationship indicators and improved attendance. Staff Responsible for Monitoring: Teachers, ILT, Admin Title I: 2.531 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				419
Strategy 2 Details	Reviews			
Strategy 2: Host a monthly "Lunch with the Principal" for randomly selected students from each grade level, ensuring representation across all subgroups. Students will have the opportunity to share ideas, discuss concerns, and celebrate successes in an informal, supportive setting. Strategy's Expected Result/Impact: Strengthens relationships between students and campus leadership, builds trust, increases students' sense of belonging, and is expected to raise Panorama "School Connectedness" scores -- especially in the areas of teacher-student relationships and feeling valued at school. Staff Responsible for Monitoring: Principal/Teachers/Secretary Title I: 2.531 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Ector County Independent School District

Ector Middle School

2025-2026 Board Goals/Performance Objectives/Strategies

420

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Board Goals

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

Performance Objective 1: By May 2026, the percentage of students achieving or exceeding their READING RIT goal will increase from 43% to 50%.

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 2025-2026 MOY-EOY

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in a structured feedback cycle facilitated by administrators, department heads, Multi-Classroom Leaders (MCLs), and instructional coaches. This cycle will include coaching, actionable feedback, and instructional modeling to build teacher capacity and enhance content knowledge and pedagogical practices in the classroom. Strategy's Expected Result/Impact: Build capacity in teachers to improve overall scores. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs Title I: 2.52, 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	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: To strengthen instructional practices and student engagement, campus leadership will monitor classroom objectives, rigor, and the use of multiple response strategies to ensure alignment with lesson preparation, coaching cycles, and fidelity to increasing the participation ratio. Administrators will conduct a minimum of ten walkthroughs per week and document observations and progress in Eduphoria. Strategy's Expected Result/Impact: Quality Tier 1 Instruction is evident in classrooms during walkthrough and observation. Student participation ratio will be apparent and documented in Eduphoria/Grow. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs Title I: 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize 2025 End-of-Year MAP Reading data to begin data tracking, updating it with Beginning-of-Year and End-of-Year data throughout the school year. During PLCs, teachers will receive training on how to unpack the TEKS to ensure clarity and alignment in instruction. Teachers and students will collaboratively track progress by specific TEKS assessed, using this information to identify learning gaps, plan targeted interventions and tutoring blocks (that are built in the master schedule), create student ownership of learning, and celebrate academic growth. Strategy's Expected Result/Impact: Students will show growth and track progress throughout the year. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs and Teachers Title I: 2.52, 2.53, 2.533 - 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	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, the percentage of students achieving or exceeding their MATH RIT goal will increase from 36% 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 2025-2026 MOY-EOY

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in a structured feedback cycle facilitated by administrators, department heads, Multi-Classroom Leaders (MCLs), and instructional coaches. This cycle will include coaching, actionable feedback, and instructional modeling to build teacher capacity and enhance content knowledge and pedagogical practices in the classroom. Strategy's Expected Result/Impact: Build capacity in teachers to improve overall scores. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs Title I: 2.52, 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	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: To strengthen instructional practices and student engagement, campus leadership will monitor classroom objectives, rigor, and the use of multiple response strategies to ensure alignment with lesson preparation, coaching cycles, and fidelity to increasing the participation ratio. Administrators will conduct a minimum of ten walkthroughs per week and document observations and progress in Eduphoria. Strategy's Expected Result/Impact: Quality Tier 1 Instruction is evident in classrooms during walkthrough and observation. Student participation ratio will be apparent and documented in Eduphoria/Grow. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs Title I: 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize 2025 End-of-Year MAP Math data to begin data tracking, updating it with Beginning-of-Year and End-of-Year data throughout the school year. During PLCs, teachers will receive training on how to unpack the TEKS to ensure clarity and alignment in instruction. Teachers and students will collaboratively track progress by specific TEKS assessed, using this information to identify learning gaps, plan targeted interventions and tutoring blocks (that are built in the master schedule), create student ownership of learning, and celebrate academic growth. Strategy's Expected Result/Impact: Students will show growth and track progress throughout the year. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs and Teachers Title I: 2.52, 2.53, 2.533 - 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	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 % of students performing at the MEETS level on 6th-8th Math STAAR will increase from 20% to 30%.

Indicators of Success:

Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%

Evaluation Data Sources: 2026 STAAR

Strategy 1 Details		Reviews			
Strategy 1: Teachers will participate in a structured feedback cycle facilitated by administrators, department heads, Multi-Classroom Leaders (MCLs), and instructional coaches. This cycle will include coaching, actionable feedback, and instructional modeling to build teacher capacity and enhance content knowledge and pedagogical practices in the classroom. Strategy's Expected Result/Impact: Build capacity in teachers to improve overall scores. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs Title I: 2.52, 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		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: To strengthen instructional practices and student engagement, campus leadership will monitor classroom objectives, rigor, and the use of multiple response strategies to ensure alignment with lesson preparation, coaching cycles, and fidelity to increasing the participation ratio. Administrators will conduct a minimum of ten walkthroughs per week and document observations and progress in Eduphoria. Strategy's Expected Result/Impact: Quality Tier 1 Instruction is evident in classrooms during walkthrough and observation. Student participation ratio will be apparent and documented in Eduphoria/Grow. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs Title I: 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Ector has allocated a daily 27-minute Eagle's Nest intervention period to deliver targeted interventions based on data from checkpoints, with campus intervention plans designed to address student needs and drive overall academic improvement. The Math Specialist and Instructional Coach will pull targeted students during this time to enhance Tier 2 and 3 instruction. Strategy's Expected Result/Impact: Students will show growth and track progress throughout the year. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs and Teachers Title I: 2.52, 2.53, 2.533 - 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	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 4: By May of 2026, the % of students performing at the MEETS level on 6th-8th Reading STAAR will increase from 32% to 40%.

Indicators of Success:

Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%

Evaluation Data Sources: 2026 STAAR

Strategy 1 Details		Reviews			
Strategy 1: Teachers will participate in a structured feedback cycle facilitated by administrators, department heads, Multi-Classroom Leaders (MCLs), and instructional coaches. This cycle will include coaching, actionable feedback, and instructional modeling to build teacher capacity and enhance content knowledge and pedagogical practices in the classroom. Strategy's Expected Result/Impact: Build capacity in teachers to improve overall scores. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs Title I: 2.52, 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		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: To strengthen instructional practices and student engagement, campus leadership will monitor classroom objectives, rigor, and the use of multiple response strategies to ensure alignment with lesson preparation, coaching cycles, and fidelity to increasing the participation ratio. Administrators will conduct a minimum of ten walkthroughs per week and document observations and progress in Eduphoria. Strategy's Expected Result/Impact: Quality Tier 1 Instruction is evident in classrooms during walkthrough and observation. Student participation ratio will be apparent and documented in Eduphoria/Grow. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs Title I: 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Ector has allocated a daily 27-minute Eagle's Nest intervention period to deliver targeted interventions based on data from checkpoints, with campus intervention plans designed to address student needs and drive overall academic improvement. The Instructional Coach will pull targeted students during this time to enhance Tier 2 and 3 instruction. Strategy's Expected Result/Impact: Students will show growth and track progress throughout the year. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs and Teachers Title I: 2.52, 2.53, 2.533 - 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	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

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 5: By May of 2026, the % of students performing at the MEETS level on Algebra 1 EOC will increase from 64% to 70%.

Indicators of Success:

Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: ALG 1 EOC

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in a structured feedback cycle facilitated by administrators, department heads, Multi-Classroom Leaders (MCLs), and instructional coaches. This cycle will include coaching, actionable feedback, and instructional modeling to build teacher capacity and enhance content knowledge and pedagogical practices in the classroom. Strategy's Expected Result/Impact: Build capacity in teachers to improve overall scores. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs Title I: 2.52, 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	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: To strengthen instructional practices and student engagement, campus leadership will monitor classroom objectives, rigor, and the use of multiple response strategies to ensure alignment with lesson preparation, coaching cycles, and fidelity to increasing the participation ratio. Administrators will conduct a minimum of ten walkthroughs per week and document observations and progress in Eduphoria. Strategy's Expected Result/Impact: Quality Tier 1 Instruction is evident in classrooms during walkthrough and observation. Student participation ratio will be apparent and documented in Eduphoria/Grow. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs Title I: 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Ector has allocated a daily 27-minute Eagle's Nest intervention period to deliver targeted interventions based on data from checkpoints, with campus intervention plans designed to address student needs and drive overall academic improvement. The Math Specialist and Instructional Coach will pull targeted students during this time to enhance Tier 2 and 3 instruction. Strategy's Expected Result/Impact: Students will show growth and track progress throughout the year. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs and Teachers Title I: 2.52, 2.53, 2.533 - 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	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 6: By May of 2026, the % of students performing at the MEETS level on 8th Social Studies STAAR will increase from 7% to 14%.

Evaluation Data Sources: STAAR 2026

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in a structured feedback cycle facilitated by administrators, department heads, Multi-Classroom Leaders (MCLs), and instructional coaches. This cycle will include coaching, actionable feedback, and instructional modeling to build teacher capacity and enhance content knowledge and pedagogical practices in the classroom. Strategy's Expected Result/Impact: Build capacity in teachers to improve overall scores. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs Title I: 2.52, 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	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: To strengthen instructional practices and student engagement, campus leadership will monitor classroom objectives, rigor, and the use of multiple response strategies to ensure alignment with lesson preparation, coaching cycles, and fidelity to increasing the participation ratio. Administrators will conduct a minimum of ten walkthroughs per week and document observations and progress in Eduphoria. Strategy's Expected Result/Impact: Quality Tier 1 Instruction is evident in classrooms during walkthrough and observation. Student participation ratio will be apparent and documented in Eduphoria/Grow. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs Title I: 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Ector has allocated a daily 27-minute Eagle's Nest intervention period to deliver targeted interventions based on data from checkpoints, with campus intervention plans designed to address student needs and drive overall academic improvement. The Instructional Coach will pull targeted students during this time to enhance Tier 2 and 3 instruction. Strategy's Expected Result/Impact: Students will show growth and track progress throughout the year. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs and Teachers Title I: 2.52, 2.53, 2.533 - 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	Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: Region 18 instructional specialists will support teachers during August and September by facilitating PLCs focused on Tier 1 instruction. This support will include coaching, content planning, modeling effective instructional practices, and providing actionable feedback. Strategy's Expected Result/Impact: Improved teacher effectiveness in delivering Tier 1 instruction Staff Responsible for Monitoring: Admin/Department Head Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	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 7: By May of 2026, the % of students performing at the MEETS level on 8th Science STAAR will increase from 35% to 40%.

Evaluation Data Sources: 2025 STAAR

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in a structured feedback cycle facilitated by administrators, department heads, Multi-Classroom Leaders (MCLs), and instructional coaches. This cycle will include coaching, actionable feedback, and instructional modeling to build teacher capacity and enhance content knowledge and pedagogical practices in the classroom. Strategy's Expected Result/Impact: Build capacity in teachers to improve overall scores. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs Title I: 2.52, 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	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: To strengthen instructional practices and student engagement, campus leadership will monitor classroom objectives, rigor, and the use of multiple response strategies to ensure alignment with lesson preparation, coaching cycles, and fidelity to increasing the participation ratio. Administrators will conduct a minimum of ten walkthroughs per week and document observations and progress in Eduphoria. Strategy's Expected Result/Impact: Quality Tier 1 Instruction is evident in classrooms during walkthrough and observation. Student participation ratio will be apparent and documented in Eduphoria/Grow. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs Title I: 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Ector has allocated a daily 27-minute Eagle's Nest intervention period to deliver targeted interventions based on data from checkpoints, with campus intervention plans designed to address student needs and drive overall academic improvement. The Instructional Coach will pull targeted students during this time to enhance Tier 2 and 3 instruction. Strategy's Expected Result/Impact: Students will show growth and track progress throughout the year. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs and Teachers Title I: 2.52, 2.53, 2.533 - 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	Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: Region 18 instructional specialists will support teachers during August and September by facilitating PLCs focused on Tier 1 instruction. This support will include coaching, content planning, modeling effective instructional practices, and providing actionable feedback. Strategy's Expected Result/Impact: Improved teacher effectiveness in delivering Tier 1 instruction Staff Responsible for Monitoring: Admin/Department Head Title I: 2.534 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	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.

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: Student daily attendance will increase from 92.5% to 95%.

Indicators of Success:

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

Evaluation Data Sources: Weekly Attendance Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Ector will establish a three-tiered attendance intervention system that includes parent phone calls, attendance contracts, and counselor or administrator conferences for students who fall below 95% attendance, with support from Communities In Schools to remove barriers and monitor progress weekly. Strategy's Expected Result/Impact: Increase student attendance Staff Responsible for Monitoring: Admin, counselors, CIS Title I: 2.533 - 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: Ector will implement monthly incentives (e.g., grade-level competitions, recognition on the Eagle Wall, raffles, or classroom rewards) to celebrate students with 95% or higher attendance, reinforcing positive habits and building a culture of attendance awareness. Strategy's Expected Result/Impact: Increase student attendance Staff Responsible for Monitoring: Admin, counselors, CIS Title I: 2.531 - 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



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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: Exclusionary disciplinary infractions, with noted disproportionality among special education students and White students who receive out-of-school suspension or alternative education placement, will be reduced by 20%.

Evaluation Data Sources: Decrease disciplinary infractions on campus.

Strategy 1 Details	Reviews			
Strategy 1: Counselors and administrators will implement personalized tiered behavior intervention plans through the MTSS framework to provide targeted support for students with repeated behavior incidents. Strategy's Expected Result/Impact: Reduce the need for exclusionary discipline. Staff Responsible for Monitoring: Admin, Counselors, MTSS Team. Title I: 2.52, 2.53, 2.531, 2.533 - 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: Counselors and administrators will implement a student check-in/check-out system to provide daily goal setting, monitoring, and adult mentorship for students needing additional behavioral support. Strategy's Expected Result/Impact: Reduce the need for exclusionary discipline. Staff Responsible for Monitoring: Admin, Counselors, MTSS Team. Title I: 2.52, 2.533 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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 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 3: Ector College Prep will strengthen its College, Career, and Military Readiness (CCMR) efforts by expanding AVID strategies campus-wide, incorporating college and career exploration into Eagle's Nest lessons, and hosting career days and student-led goal-setting conferences to foster a college-going culture and prepare students for future academic success.

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: AVID evidence, Improving overall Academics

Strategy 1 Details	Reviews			
Strategy 1: Ector College Prep's AVID class will organize and lead campus-wide events such as College T-Shirt Days, Career Panels, and College Readiness Spirit Weeks. AVID students will serve as ambassadors to promote a college-going culture across all grade levels. Strategy's Expected Result/Impact: School-wide participation in college and career events will improve student exposure to post-secondary options and contribute to a more connected and future-focused campus environment. Staff Responsible for Monitoring: Admin, AVID Teacher TEA Priorities: Connect high school to career and college	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Ector College Prep AVID students will maintain college and career portfolios, including academic goals, reflections, and post-secondary interests. Strategy's Expected Result/Impact: Students will develop ownership of their academic and career pathways, resulting in increased engagement and preparedness for high school CCMR tracking. Staff Responsible for Monitoring: Admin, AVID Teacher TEA Priorities: Connect high school to career and college	Formative			Summative
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Board Goal 4: Classroom Excellence

Performance Objective 1: Ector College Prep will improve teacher retention from 30.6% to 45% by the end of the 2026 school year through targeted support systems and a positive campus culture initiative.

Evaluation Data Sources: Admin Coaching Feedback Cycles, MCLs

Strategy 1 Details	Reviews			
Strategy 1: Ector College Prep will establish a tiered support system that includes instructional coaching, monthly mentorship check-ins for new, returning, and international teachers, and regular feedback cycles from administrators and instructional leaders to build teacher capacity and confidence. Strategy's Expected Result/Impact: Build teacher capacity and confidence. Staff Responsible for Monitoring: Admin, ICs, MCLs TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Ector College Prep will implement monthly staff recognition meetings and structured opportunities for staff voice and collaboration (e.g., culture committees, pulse surveys) to improve morale, belonging, and commitment to the campus. Strategy's Expected Result/Impact: Increase teacher retention and overall improve campus culture. Staff Responsible for Monitoring: Admin, Counselors, Committees TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Board Goal 4: Classroom Excellence

Performance Objective 2: Ector College Prep will improve classroom excellence by increasing the percentage of classrooms demonstrating aligned objectives, rigorous instruction, and student engagement from walkthroughs by 20% by May 2026.

Evaluation Data Sources: Admin Coaching Feedback Cycles, MCLs

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in a structured feedback cycle facilitated by administrators, department heads, Multi-Classroom Leaders (MCLs), and instructional coaches. This cycle will include coaching, actionable feedback, and instructional modeling to build teacher capacity and enhance content knowledge and pedagogical practices in the classroom. Strategy's Expected Result/Impact: Build capacity in teachers to improve overall scores. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs Title I: 2.52, 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	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: To strengthen instructional practices and student engagement, campus leadership will monitor classroom objectives, rigor, and the use of multiple response strategies to ensure alignment with lesson preparation, coaching cycles, and fidelity to increasing the participation ratio. Administrators will conduct a minimum of ten walkthroughs per week and document observations and progress in Eduphoria. Strategy's Expected Result/Impact: Quality Tier 1 Instruction is evident in classrooms during walkthrough and observation. Student participation ratio will be apparent and documented in Eduphoria/Grow. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs Title I: 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2026, 100% of core content teachers at Ector College Prep will engage in weekly PLCs focused on unpacking TEKS, aligning objectives to appropriate rigor, and planning for multiple response strategies, resulting in a 25% increase in classroom walkthroughs showing evidence of aligned instruction and student engagement.

Evaluation Data Sources: Admin, MCLs, MTRTs, ICs, Math Specialist, Coaching Cycles

Strategy 1 Details	Reviews			
Strategy 1: Ector College Prep will provide teachers with consistent PLC agendas and protocols that guide teams through TEKS unpacking, objective alignment, and rigorous lesson planning to ensure consistency and instructional clarity across grade levels. Strategy's Expected Result/Impact: Improve teacher confidence and knowledge of the PLC framework. Staff Responsible for Monitoring: Admin, MCLs, MTRT, DCs TEA Priorities: Recruit, support, retain teachers and principals, 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
	Oct	Jan	Mar	May
				444
Strategy 2 Details	Reviews			
Strategy 2: Ector College Prep will assign administrators, MCLs and instructional coaches to attend and support PLCs weekly by modeling lesson alignment strategies, monitoring progress, and providing on-the-spot coaching and feedback to improve planning and instructional outcomes. Strategy's Expected Result/Impact: Improve teacher confidence and knowledge of the PLC framework. Staff Responsible for Monitoring: Admin, MCLs, MTRT, DCs ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 1: School Connectedness panorama data will increase from 34% to 40%.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Ector will create student-led committees and feedback forums (e.g., student advisory council, campus suggestion box, monthly principal roundtables) to increase student voice, involvement in school improvement, and ownership of campus culture. Strategy's Expected Result/Impact: Increase student participation on campus and create a stronger sense of student ownership. Staff Responsible for Monitoring: Administrators and counselors. Title I: 2.533 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				445
Strategy 2 Details	Reviews			
Strategy 2: Ector will have weekly SEL lessons, peer bonding, and mentoring activities during Eagle's Nest to ensure every student has a trusted adult and peer group connection. Strategy's Expected Result/Impact: Improve students sense of belonging. Staff Responsible for Monitoring: Admin, Counselors, Teachers Title I: 2.533 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 2: Sense of Belonging Panorama data will increase from 37% to 45%.

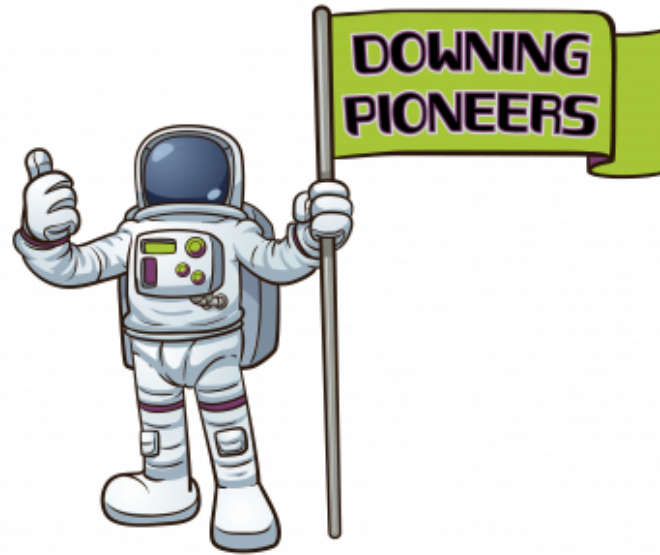
Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Ector will have weekly SEL lessons, peer bonding, and mentoring activities during Eagle's Nest to ensure every student has a trusted adult and peer group connection. Strategy's Expected Result/Impact: Improve students sense of belonging. Staff Responsible for Monitoring: Admin, Counselors, Teachers Title I: 2.533 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				446
Strategy 2 Details	Reviews			
Strategy 2: Ector will create student-led committees and feedback forums (e.g., student advisory council, campus suggestion box, monthly principal roundtables) to increase student voice, involvement in school improvement, and ownership of campus culture. Strategy's Expected Result/Impact: Increase student participation on campus and create a stronger sense of student ownership. Staff Responsible for Monitoring: Admin, Counselors ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District

Edward K. Downing Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



447

Mission Statement

Our mission at EKD is to work together to build a safe, respectful and nurturing environment focused on maximizing each child's sense of well-being and acquisition of new academic skills.

Vision

Our vision at EKD is to help develop the leaders of tomorrow. Provide academic excellence, and prepare our students for post-secondary education. We will accomplish this by using innovative ideas, technology, and a rigorous academic environment in which each student will reach their maximum potential as our journey starts today.

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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

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Board Goals

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

Performance Objective 1: By May of 2026, the percentage of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 21% to 41%.

Indicators of Success:

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

Evaluation Data Sources: Lesson Plans and feedback

Walk-throughs, feedback and coaching

Tutoring performance outcomes

Data Driven Instruction Analysis during Professional Learning Committees

MAPs

Checkpoints

450

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: In accordance with the district's initiatives, scope and sequence, and ECISD-approved curriculum, our Multi-Classroom Leaders and their team teachers will collaborate and plan lessons using a variety of structures and strategies that promote high student engagement. Strategy's Expected Result/Impact: Students will be allowed to participate in a variety of learning experiences through Blended Learning station rotations that allow for high accountability and engagement. Staff Responsible for Monitoring: Teachers, Multi-Classroom Leaders and Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
Strategy 2: Tutoring will be provided before, during, and after school to target reading and math skills. Strategy's Expected Result/Impact: Increase in student achievement toward growth goals and closing student gaps in reading and math. Staff Responsible for Monitoring: Classroom teachers, campus administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: tutoring - Title One School-wide - \$30,000	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: By May of 2026, the percentage of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 21% to 41%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: Lesson Plans

Walk-throughs and feedback

Tutoring outcomes

PLCs (Planning Data Driven Instruction)

On-going coaching for all staff

Checkpoints

Strategy 1 Details		Reviews			
Strategy 1: The 3rd-5th grade teachers will be coached by the Reading specialist and Multi-classroom leaders on Balanced Literacy, ELAR framework, rigorous tier 1 instruction and successful classroom practices. Strategy's Expected Result/Impact: The Multi-classroom leaders and Reading specialist will support the classroom teacher in improving classroom practices which will lead to student improvement Staff Responsible for Monitoring: Administrators, Multi-classroom leaders, and Reading Specialist TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: The 3rd - 5th grade teachers will monitor student progress and set student goals after every checkpoint. Strategy's Expected Result/Impact: Targeted reading intervention and reading fluency will improve. Staff Responsible for Monitoring: Administrators, multi-classroom leaders and Reading specialist TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

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, the percentage of 5th Grade students performing at the MEETS level on Science STAAR will increase from 14% to 34%.

Indicators of Success:

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

Evaluation Data Sources: Lesson plans

Walk-through and feedback

Tutoring outcomes

PLCs (Planning Data Driven Instruction)

On-going coaching for all staff

Strategy 1 Details	Reviews			
Strategy 1: Strengthen Science Instruction Through Hands-On Learning and Aligned Resources Strategy's Expected Result/Impact: Teachers will be provided targeted professional development on 5th grade Science standards, instructional strategies for inquiry-based learning, and use of district-adopted resources. Staff Responsible for Monitoring: Administrators, Curriculum and Instruction Department support staff 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Use Data-Driven Interventions and Progress Monitoring Strategy's Expected Result/Impact: Teacher will track progress using data meetings every 6-9 weeks to adjust instruction and interventions Staff Responsible for Monitoring: Administrators, teachers, curriculum and Instruction support 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



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 1: The percentage of students K-3 achieving or exceeding their Reading RIT goal will increase from 34% to 54%.

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: MAP, BOY, MOY and EOY scores
Lesson Plans
Walk-throughs and feedback
Tutoring outcomes (data)
PLCs (Planning and Data-Driven Instruction)
On-going coaching for all staff

Strategy 1 Details	Reviews			
Strategy 1: According to the MAP Reading Growth Assessment, the number of the students in k-3 meeting or exceeding their growth goals will increase from 12% to 32%. Strategy's Expected Result/Impact: The percentage of students K-3 reading at or above grade level will improve. Staff Responsible for Monitoring: Multi-classroom leaders, teachers and administrators 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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				456

Strategy 2 Details		Reviews			
Strategy 2: With the Multi-classroom leaders, Reach Associates and added Opportunity Culture team members, more teachers will receive the coaching and support to grow teachers and students to help increase growth in both reading and math. Strategy's Expected Result/Impact: The percentage of students growth K-3 will improve in both reading and math. Staff Responsible for Monitoring: Teachers Multi-classroom Leaders Reach Associates/Teacher residents Master Team Reach Teachers Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue 457					

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

Performance Objective 2: The percentage of K-3 students will show growth from 51% to 61% on their Reading Map Assessment.

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: BOY, MOY, EOY MAP data

Strategy 1 Details	Reviews			
Strategy 1: Strengthen Foundational Literacy Instruction in grades K-3 by implementing daily structured phonics and phonemic awareness lessons using evidence-based resources. Strategy's Expected Result/Impact: The percentage of students reading at or above grade level will improve. Staff Responsible for Monitoring: Multi-classroom leaders Teachers Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				458
Strategy 2 Details	Reviews			
Strategy 2: Targeted Interventions and Progress Monitoring by using MAP Reading data, running records, and classroom assessments to identify students at risk and provide targeted small-group or one-on-one interventions. Strategy's Expected Result/Impact: Teachers will be able to determine which students are still needing intervention. Staff Responsible for Monitoring: Multi-classroom leaders Teachers Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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 3: The percentage of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 22% to 37%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: iReady Data

- Check Points
- BOY, MOY, EOY, MAP data
- Lesson Plans
- Walk-through and feedback
- Tutoring outcomes
- PLCs (Planning and Data-Driven Instruction)
- On-going coaching for all staff

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. Strategy's Expected Result/Impact: Teachers will be able to determine which students need intervention. Staff Responsible for Monitoring: Multi-classroom leaders Teachers Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Tutoring will be provided during and /or after school. Strategy's Expected Result/Impact: The percentage of 3rd grade students reading at or above grade level will improve. Staff Responsible for Monitoring: Multi-classroom leaders Teachers Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Reading and Bilingual Specialists will support teachers and students by modeling best practices, analyzing data, and assisting with lesson planning to ensure instruction is rigorous and aligned to state standards. Strategy's Expected Result/Impact: Teachers will review student progress through regular data meetings and adjust instruction accordingly. Staff Responsible for Monitoring: Reading and Bilingual Specialists, teachers, Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				460
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: 3rd grade Math STAAR performance declined in all performance levels (Approaches, Meets, and Masters), with only 40% of students at Approaches compared to 48% the prior year. Root Cause: Tier 1 math instruction and small-group interventions lack the rigor, differentiation, and targeted supports necessary to address students' foundational skill gaps and move them toward grade-level expectations.

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

Performance Objective 1: School Connectedness panorama data will increase from 46% to 66%.

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: panorama survey spring 2026

Strategy 1 Details	Reviews			
Strategy 1: 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
	Oct	Jan	Mar	May
				461
Strategy 2 Details	Reviews			
Strategy 2: Increase Student Engagement in Campus Activities by expanding extracurricular opportunities such as clubs, student leadership groups, and mentoring programs to ensure all students feel connected to school. Strategy's Expected Result/Impact: by tracking student participation in activities and gathering feedback will ensure equitable access for all students and create a sense of belonging to the school community. Staff Responsible for Monitoring: Teachers, Administrators, Counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	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: Student daily attendance will increase from 92.9% to 95%.

Indicators of Success:

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

Evaluation Data Sources: Attendance records

Strategy 1 Details	Reviews			
Strategy 1: Strengthen Attendance Monitoring and Parent Communication by implementing a systematic attendance monitoring process with daily reviews and weekly reports to identify students with chronic absences. Strategy's Expected Result/Impact: Communication will promptly be shared with parents through phone calls, letters, and conferences to address attendance concerns and provide resources for support. We will recognize and celebrate improved attendance through positive communication and family engagement. 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
				462
Strategy 2 Details	Reviews			
Strategy 2: Incentivize and Support Student Attendance by establish campus-wide attendance incentives such as weekly recognition, monthly rewards, and classroom competitions to encourage consistent attendance. Strategy's Expected Result/Impact: Increased parent awareness and accountability will lead to earlier interventions for students with attendance concerns, reducing chronic absenteeism and improving overall attendance rates. Staff Responsible for Monitoring: Teachers, administrators, counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	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 3: Exclusionary disciplinary infractions will decrease from 34% to 24%.

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: Discipline SQL reports

Strategy 1 Details	Reviews			
Strategy 1: Implement Restorative Practices and Social-Emotional Learning (SEL) Strategy's Expected Result/Impact: Increased use of restorative approaches will reduce the need for exclusionary discipline, improve student-teacher relationships, and create a more positive school climate. Staff Responsible for Monitoring: Teachers, Administration, Counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				463
Strategy 2 Details	Reviews			
Strategy 2: Strengthen Behavior Interventions and Support Systems by establish a campus-wide Positive Behavioral Interventions and Supports (PBIS) framework with clear expectations, consistent consequences, and positive reinforcement. Strategy's Expected Result/Impact: Consistent implementation of proactive supports will decrease disciplinary infractions, keep students engaged in instruction, and promote equity in behavior management. Staff Responsible for Monitoring: Teachers, administrators, counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 1: EKD will improve the implementation of TEK-based, rigorous, and relevant curriculum supported by high-quality instructional strategies to 80% for all subjects by May 2026.

Evaluation Data Sources: Learning walk documentation, STAAR, Checkpoints, MAPS

Strategy 1 Details	Reviews			
Strategy 1: 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, multi-classroom leaders, Bilingual, Math and Reading Specialists TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2, 3	Formative			Summative
	Oct	Jan	Mar	May
				464
Strategy 2 Details	Reviews			
Strategy 2: Curriculum and Instruction will provide support in the DDI and backwards planning process through PLC support and professional development. Strategy's Expected Result/Impact: Improved tier 1 instruction and intentional and targeted backwards planning based on student needs and data. Staff Responsible for Monitoring: Teachers, Administrators, Multi-Classroom Leaders, Content specialist, Curriculum and Instructional support 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
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: 5th grade STAAR Reading and Math performance showed declines or minimal growth across all performance levels, with Reading at 48% Approaches (down 3%) and Math at 44% Approaches (down 8%), indicating a lack of sustained academic progress. Root Cause: Inconsistent implementation of data-driven instructional practices and limited ongoing support for teachers in delivering effective reading and math interventions have contributed to low student growth and achievement. Problem Statement 3: Although 4th grade Reading and Math STAAR scores showed year-over-year growth, overall performance remains low, with fewer than 55% of students meeting Approaches and less than a quarter of students reaching Meets or Masters. Root Cause: Instructional practices are not consistently rigorous or aligned to the depth and complexity of STAAR standards, limiting students' ability to progress beyond the Approaches level to Meets and Masters.

Board Goal 4: Classroom Excellence

Performance Objective 2: Increase percentage of student passing 5th grade STAAR Reading test from 48% to 68% by May 2026.

Evaluation Data Sources: Checkpoints, BOY, MOY, EOY MAPS, district benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with Curriculum and Instruction to see which students are not meeting their objectives each 9 weeks. Strategy's Expected Result/Impact: To improve student outcomes and fill academic learning gaps. Staff Responsible for Monitoring: Teachers, administrators, Multi-classroom leaders, content specialists 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
				466
Strategy 2 Details	Reviews			
Strategy 2: Strengthen Reading Instruction through targeted Small-Group Support and Data-Driven Practices. Strategy's Expected Result/Impact: By using MAP Reading, benchmarks, and classroom assessments we will be able to identify student gaps and provide differentiated small-group instruction focused on comprehension, vocabulary development, and critical thinking. Staff Responsible for Monitoring: Teachers, Administrators, Multi-Classroom Leaders, Content specialists TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2, 3	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 2: 5th grade STAAR Reading and Math performance showed declines or minimal growth across all performance levels, with Reading at 48% Approaches (down 3%) and Math at 44% Approaches (down 8%), indicating a lack of sustained academic progress. **Root Cause:** Inconsistent implementation of data-driven instructional practices and limited ongoing support for teachers in delivering effective reading and math interventions have contributed to low student growth and achievement.

Problem Statement 3: Although 4th grade Reading and Math STAAR scores showed year-over-year growth, overall performance remains low, with fewer than 55% of students meeting Approaches and less than a quarter of students reaching Meets or Masters. **Root Cause:** Instructional practices are not consistently rigorous or aligned to the depth and complexity of STAAR standards, limiting students' ability to progress beyond the Approaches level to Meets and Masters.

Board Goal 4: Classroom Excellence

Performance Objective 3: 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
				468
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
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 1: EKD will provide a safe and supportive environment by May 2026.

Evaluation Data Sources: Safeschools training, Threat Assessment reports

Strategy 1 Details	Reviews			
Strategy 1: 100% of campus staff will complete awareness trainings about child abuse and preventative measures. Strategy's Expected Result/Impact: Campus staff will have awareness to provide a more supportive environment for students Staff Responsible for Monitoring: Teachers, Administrators and Counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				469
Strategy 2 Details	Reviews			
Strategy 2: School staff will receive Trauma and Grief Informed Classroom and Educator Wellness training from the Counselor. Strategy's Expected Result/Impact: To create a more supportive and collaborative environment for all students. Staff Responsible for Monitoring: Teachers, administrators, counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 2: Increase student connectedness from 46% to 66% on the Panorama Survey by Spring 2026.

Evaluation Data Sources: Spring Panorama Survey 2025

Strategy 1 Details	Reviews			
Strategy 1: Build Stronger Classroom Communities by providing staff training on relationship-building, Social-Emotional Learning (SEL), and culturally responsive practices. Strategy's Expected Result/Impact: Students will feel more valued, supported, and connected to their teachers and peers, leading to stronger relationships and higher connectedness scores on the Panorama Survey. 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
				470
Strategy 2 Details	Reviews			
Strategy 2: Expand Student Voice and Engagement Opportunities by creating opportunities for students to participate in decision-making through student leadership groups, and feedback surveys. Strategy's Expected Result/Impact: Students will develop a sense of ownership and belonging within the school community, resulting in higher engagement and an increase in overall connectedness from 46% to 66%. Staff Responsible for Monitoring: Teachers, Administrators, Counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 3: EKD will implement a school-wide system that promotes a culture of academic and personal excellence through rigorous instruction, student engagement, and high expectations across all subjects K-5.

Evaluation Data Sources: STAAR, BOY, MOY and EOY MAPS, Checkpoints, Benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Curriculum and Instruction will align grade level TEKS for K-5 to ensure grade-level rigorous instruction Strategy's Expected Result/Impact: Increase student engagement, improved quality of student work and readiness for success beyond the classroom. Staff Responsible for Monitoring: Teachers, administrators, Multi-Classroom Leaders, Content Specialist and Curriculum and Instruction Support 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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Strategy 2 Details	Reviews			
Strategy 2: Implement a School-Wide Framework for Rigorous Instruction and High Expectations aligned to TEKS and the district curriculum. Strategy's Expected Result/Impact: Teachers will deliver more rigorous, engaging lessons with clear expectations, leading to greater student ownership of learning and a stronger academic culture across the campus. Staff Responsible for Monitoring: Teachers, Administrators, Multi-Classroom Leaders, Content Specialists 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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 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District

G.E."Buddy" West Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



472

Mission Statement

Campus: To create a dedicated, determined, dependable, disciplined learning community.

Believing OUR Students are THE Future, the mission of Ector County ISD is to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society.

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Performance Objective 1: By May of 2026, the percentage of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 36% to 41%.

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, checkpoints, MAP and STAAR benchmark

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement small group data driven reading instruction during the Blended Learning rotations. Strategy's Expected Result/Impact: growth in the student's individual learning pathway Staff Responsible for Monitoring: teacher, MCL, reading specialist and administrators 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: Student Achievement 1	Formative			Summative ⁴⁷⁵
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Strategy 2 Details	Reviews			
Strategy 2: MCLs will lead weekly PLCs focusing on data from SCA and MAP and do informal checks to develop responsive plans for reteaching and enrichment. Strategy's Expected Result/Impact: Teachers will use data to make informed instructional decisions to target individualized instruction. Staff Responsible for Monitoring: MCLs 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	Formative			Summative
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Performance Objective 1 Problem Statements:
476

Student Achievement
Problem Statement 1: In 24-25 only 36% of 3rd grade students were on grade level math. Root Cause: Students lack the foundational number sense skills from K-2.

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

Performance Objective 2: By May of 2026, the percentage of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 36% to 41%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%

Evaluation Data Sources: informal assessments, checkpoints, MAP and STAAR benchmark

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement small group data driven reading instruction during the Blended Learning rotations. Strategy's Expected Result/Impact: growth in student's math individual pathway Staff Responsible for Monitoring: teachers, MCLs and administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: MCLs will lead weekly PLCs focusing on data from SCA and MAP and do informal checks to develop responsive plans for reteaching and enrichment. Strategy's Expected Result/Impact: Teachers will use data to make informed instructional decisions to target individualized instruction. Staff Responsible for Monitoring: Teachers, MCLs, administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 2: In 24-25 only 38% 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 hinder fluency an 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 3: By May of 2026, the percentage of 5th grade students performing at MEETS level on Science STAAR will increase from 6 % to 15%.

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: informal assessments, check-points and MOY benchmark

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement small group data driven science instruction during the Blended Learning rotations. Strategy's Expected Result/Impact: growth in student's individual goal. Staff Responsible for Monitoring: teachers, MCLs, and administrators Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: MCLs will lead weekly PLCs focusing on data from SCA and MAP and do informal checks to develop responsive plans for reteaching and enrichment. Strategy's Expected Result/Impact: Teachers will use data to make informed instructional decisions to target individualized instruction. Staff Responsible for Monitoring: teachers, MCLs, and administrators Title I: 2.51, 2.52	Formative			Summative
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Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: The percentage of students in K-3 achieving or exceeding their Reading RIT goal will increase from 59% to 65%.

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: informal assessments, checkpoints, and MAP.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement targeted small-group reading instruction using NWEA MAP Learning Continuum data to address specific skill gaps for K-3 students. Strategy's Expected Result/Impact: By aligning instruction directly to RIT band skills and monitoring progress frequently, teachers can target exactly what each student needs to meet or exceed their reading RIT goal. Staff Responsible for Monitoring: teachers, MCLs and administrators Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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				480
Strategy 2 Details	Reviews			
Strategy 2: Teachers will integrate daily structured literacy routines focused on phonemic awareness, phonics, and vocabulary development, supported by digital adaptive tools (Istation and Iready) that align to students' RIT bands. Strategy's Expected Result/Impact: Students will strengthen foundational reading skills in phonemic awareness, decoding, and vocabulary. Consistent and targeted skill practice will accelerate growth for students across all performance levels, especially those just below their projected RIT target. Staff Responsible for Monitoring: teachers, MCLs and administrators Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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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: The percentage of students in K-3 will show growth from 56% to 61% on their Reading MAP Assessment.

Indicators of Success:

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

Evaluation Data Sources: informal assessments, SCA, and MAP

Strategy 1 Details	Reviews			
Strategy 1: Implement targeted small-group reading instruction using NWEA MAP Learning Continuum data to address specific skill gaps for K-3 students. Strategy's Expected Result/Impact: By aligning instruction directly to RIT band skills and monitoring progress frequently, teachers can target exactly what each student needs to meet or exceed their reading growth goal. Staff Responsible for Monitoring: teachers, MCLs and administrators Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: MCL coaches and campus administrators will conduct regular classroom walk-throughs and co-observation cycles to monitor the implementation of daily structured literacy routines and small-group reading instruction, providing real-time feedback and modeling as needed to ensure fidelity to NWEA MAP Learning Continuum-aligned practices. Strategy's Expected Result/Impact: Consistent monitoring and coaching support from MCL leaders and administrators will ensure high-fidelity implementation of structured literacy and targeted small-group reading instruction. This alignment of leadership oversight, teacher practice, and data-driven adjustments will lead to improved instructional quality, stronger foundational reading skills, Staff Responsible for Monitoring: MCLs and administrators, including Reading Coach Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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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 3: The percentage of 3rd grade students performing at the MEETS level on their Reading STAAR Assessment will increase from 38% to 43%.

Indicators of Success:
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: check-points, informal evaluations, aggressive monitoring, benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Teachers will leverage blended learning rotations and incorporate AVID/WICOR strategies to strengthen critical reading skills. Teachers will use STAAR item analysis to identify specific TEKS where students just below MEETS need improvement. Strategy's Expected Result/Impact: blended learning rotations will target skill gaps and Teacher-led small group will focus on TEKS-aligned reading strategies for rigor at the MEETS level. Staff Responsible for Monitoring: teachers, MCLs and administrators Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: MCL coaches will model lessons that integrate WICOR strategies for deeper comprehension (e.g., Socratic seminars, inquiry-based discussions). Coaches will conduct short weekly data reviews with teachers to adjust groups and instructional focus. Strategy's Expected Result/Impact: Increased teacher implementation of AVID/WICOR strategies will lead to improved student engagement, deeper comprehension of complex texts, and more consistent use of academic language. Ongoing weekly data reviews will ensure instructional groups and lesson focus are responsive to student needs, resulting in targeted support for students approaching the MEETS level. Staff Responsible for Monitoring: teachers, MCLs and administrators Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Current STAAR data indicates that a significant percentage of students are not meeting grade level expectations, revealing gaps in the alignment between curriculum, instruction and assessment. Root Cause: Teachers are overwhelmed by the number of district mandated curriculum resources and framework, many of which lack alignment to the depth and 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 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 1: School Connectedness Panorama Data will increase from 56% to 65%.

Indicators of Success:

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

Evaluation Data Sources: Panorama Survey

Strategy 1 Details		Reviews			
Strategy 1: Buddy West will implement a campus-wide Morning Meeting and Routine to strengthen relationships and build a positive classroom community (All K-5 classrooms start the day with a 5-10 minute Morning Meeting that has a greeting, share time, short community-building activity, and a positive message). Strategy's Expected Result/Impact: Daily intentional relationship-building will foster stronger peer and teacher-student connections, making students feel more supported, valued, and safe at school, resulting in increased School Connectedness scores on Panorama. Staff Responsible for Monitoring: teachers and administrators and School Counselor Title I: 2.531 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1		Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Buddy West will launch a Student Voice & Leadership Initiative to increase student ownership and participation in school culture (Student Leadership Council with representation from each grade to give feedback on school climate and plan student-led activities and a quarterly "Principal Listening Sessions" with small groups of students to gather input and respond to concerns). Strategy's Expected Result/Impact: Empowering students with leadership roles and opportunities to share their voices will strengthen their sense of belonging, ownership, and pride in the school community, leading to increased School Connectedness scores on Panorama. Staff Responsible for Monitoring: teachers and administrators, School Counselor Title I: 2.531 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: 56% of Students believe that adults and peers care about their learning and about them, as measured by the Panorama survey goal. 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 a lack of structured opportunities for students to build meaningful connections with others.

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

Performance Objective 2: Student daily attendance will increase from 92.4% to 95%.

Indicators of Success:

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

Evaluation Data Sources: daily attendance reports and tardies monitoring

Strategy 1 Details	Reviews			
Strategy 1: Office staff will monitor student attendance and implement a Tiered Attendance Intervention System with Early Family Outreach. Strategy's Expected Result/Impact: Early intervention and consistent follow-up will reduce chronic absenteeism and improve overall daily attendance to 95%. Staff Responsible for Monitoring: office staff (attendance clerk, registrar), counselor, Communities in School and administrators Title I: 2.531 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Launch a Campus-Wide Attendance Incentive Program to Promote a "Every Day Counts" Culture. Strategy's Expected Result/Impact: A consistent and visible emphasis on attendance will motivate students and families to prioritize daily school attendance, helping to reach the goal of 95%. Staff Responsible for Monitoring: Office staff, teachers, Communities in School and administrators, counselors Title I: 2.533 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 3: Exclusionary disciplinary infractions will decrease from 6% to 2%.

Indicators of Success:

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

Evaluation Data Sources: Discipline Action student reports

Strategy 1 Details	Reviews			
Strategy 1: Implement a Tiered Positive Behavioral Interventions and Supports (PBIS) Framework Across the Campus (CHAMPS). Strategy's Expected Result/Impact: Consistent teaching, reinforcement, and support for positive behavior will decrease the frequency of behaviors leading to exclusionary discipline, moving the rate from 6% to 2%. Staff Responsible for Monitoring: teachers, Communities in school, counselor, and administrators Title I: 2.53, 2.533 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Implement Restorative Practices to Address Behavior Incidents and Repair Harm. Strategy's Expected Result/Impact: By focusing on repairing relationships instead of removing students from learning environments, restorative practices will address root causes of misbehavior, improve student-teacher trust, and lower exclusionary disciplinary incidents to 2%. Staff Responsible for Monitoring: office staff, communities in school, teachers, counselors and administrators Title I: 2.531, 2.532 - 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 1: Buddy West will increase teacher retention from 73.5% to 80% in 2025-2026.

Evaluation Data Sources: staff retention rate report

Strategy 1 Details	Reviews			
Strategy 1: Support the Comprehensive Teacher Mentorship program from the district and implement a Coaching Program to Support New and Early-Career Teachers from within the campus. Strategy's Expected Result/Impact: By providing structured support, professional guidance, and a safe space to problem-solve, new teachers will feel more confident and connected to the campus, increasing the likelihood they remain at Buddy West. Staff Responsible for Monitoring: administrators, coaches and MCLs. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Strengthen Teacher Recognition, Wellness, and Voice to Build a Positive, Supportive Work Environment (Implement a monthly teacher recognition program ("Shout-Out Board," Teacher of the Month, social media highlights). Strategy's Expected Result/Impact: Teachers will feel valued, heard, and supported both professionally and personally, leading to higher job satisfaction and increased retention from 73.5% to 80% in 2025-2026. Staff Responsible for Monitoring: administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
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Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: The staff retention rate decreased from 81.4% in 23-24 to 73.5% in 24-25. Root Cause: Staffing changes and aspirations in career advancements within or outside of education.

Board Goal 4: Classroom Excellence

Performance Objective 2: Buddy West will increase academic achievement in core content areas by at least 5% on state and district assessments by 2025-2026 school year.

Evaluation Data Sources: evaluations, check-points, benchmarks, individual student pathways

Strategy 1 Details	Reviews			
Strategy 1: Develop a short observation checklist focusing on key components: targeted small-group instruction, structured literacy routines, use of RIT-band resources, and student engagement. Strategy's Expected Result/Impact: Ongoing weekly observation checklist reviews will ensure instructional groups and lesson focus are responsive to student needs, resulting in targeted support for students approaching the MEETS level. Staff Responsible for Monitoring: teachers, coaches, MCLs and administrators Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Board Goal 5: Culture of Excellence

Performance Objective 1: Staff perception of campus culture and collaboration (Panorama Survey) will increase from 72% to 80% by May 2026.

Evaluation Data Sources: Panorama survey and teacher/student surveys

Strategy 1 Details	Reviews			
Strategy 1: Implement Cross-Grade Professional Learning Communities (PLCs) Focused on Collaboration and Innovation. Strategy's Expected Result/Impact: Staff will feel more connected, valued, and invested in the school's vision, resulting in stronger collaboration and higher morale. Staff Responsible for Monitoring: administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Establish a Campus "Culture of Excellence" Recognition System (Develop monthly awards for both instructional and non-instructional staff highlighting excellence in teaching, collaboration, and innovation. Share recognitions publicly during staff meetings, newsletters, and social media.) Strategy's Expected Result/Impact: Staff will feel more connected, valued, and invested in the school's vision, resulting in stronger collaboration and higher morale. Staff Responsible for Monitoring: administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
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Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: The staff retention rate decreased from 81.4% in 23-24 to 73.5% in 24-25. Root Cause: Staffing changes and aspirations in career advancements within or outside of education.

Board Goal 5: Culture of Excellence

Performance Objective 2: Parent and community perception of Buddy West as a high-performing, student-centered campus will increase from 78% to 85% (Panorama Survey) by May 2026.

Evaluation Data Sources: Panorama survey and parent/community surveys

Strategy 1 Details	Reviews			
Strategy 1: Host Quarterly "Showcase of Excellence" Events Featuring Student Learning and Achievements (Organize evening or daytime events where students present projects, performances, and portfolios to parents and community members. Highlight blended learning successes, AVID/WICOR strategies in action, and growth in reading/math skills.) Strategy's Expected Result/Impact: Parents and the community will have more visible evidence of student success and a stronger connection to the campus, reinforcing a shared belief in Buddy West's commitment to excellence. Staff Responsible for Monitoring: all staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Enhance Two-Way Communication Between the School and Families (Provide consistent weekly communication through newsletters, social media, and a campus app, with sections dedicated to "What Excellence Looks Like This Week.") (Offer parent learning workshops that connect to classroom strategies (e.g., inquiry-based discussions, AVID organization skills). Strategy's Expected Result/Impact: Parents and the community will have more visible evidence of student success and a stronger connection to the campus, reinforcing a shared belief in Buddy West's commitment to excellence. Staff Responsible for Monitoring: all staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Ector County Independent School District

Gale Pond Alamo Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



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Mission Statement

Through academic excellence and Project Based Learning, we will educate the learners of today, for their world of tomorrow.

Vision

Through high quality instruction, strong relationships, and expectations for excellence, the staff at GP Alamo will empower our students with the skills needed to be the leaders of tomorrow.

Value Statement

A strong academic foundation for students is created at home and school. All stakeholders are accountable to ensure that students have the best opportunity to learn and responsible for cultivating students' love of learning. Through a strong mutual respect teachers, staff, families and students will work together to provide student with skills they need for future success. 497

“Education is a shared commitment between dedicated teachers, motivated students and enthusiastic parents with high expectations.”

- Bob Beauprez

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Board Goals

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

Performance Objective 1: By May 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 45% to 55%, 4th grade students from 46% to 56%, and 5th grade students from 58% to 68%.

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%

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Evaluation Data Sources: STAAR, MAP, Checkpoints

Strategy 1 Details	Reviews			
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Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. Staff Responsible for Monitoring: Leadership Team, Campus Teachers Title I: 2.51, 2.52, 2.53 - 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 - Targeted Support Strategy Problem Statements: Student Achievement 1, 2, 3				

Strategy 2 Details		Reviews			
Strategy 2: Based on BOY MAP data, the campus will implement a strategic plan for the used of HMH Read 180 (4-5) & iReady Reading (K-3) for students who perform below the 41st %tile. Strategy's Expected Result/Impact: Provide students targeted intervention through their Personalized Learning Path to build skills and fill gaps towards improving overall reading achievement. Staff Responsible for Monitoring: Leadership Team, Classroom Teachers Title I: 2.51, 2.52, 2.53 - 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 - Targeted Support Strategy Problem Statements: Curriculum, Instruction, and Assessment 1, 2		Formative			Summative
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Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Our STAAR Student achievement score continues to drop year after year. Root Cause: It is hard to determine the cause. The students that have been tested over the last three years were COVID kinder and below and may not have recovered. There was also a redesign of STAAR and there are fewer multiple choice items which means that we need to increase Rigor in our daily questioning of students.
Problem Statement 2: For being a high achieving campus, our students are not making and maintaining the "masters" level in all tested subjects and across all grade levels. Root Cause: Our highest achieving students are not being challenged consistently both in the general education setting as well as in their GT pullout setting.
Problem Statement 3: In 2025 our overall performance on STAAR Science dropped in all three designation levels. Root Cause: This was the first year that the new Science TEKS were tested on STAAR.
Curriculum, Instruction, and Assessment
Problem Statement 1: 53% of our SPED population in 3rd grade Did Not Meet standard in Reading. Root Cause: Due to not being able to hire a SPED teacher, many of our SPED students were not served according to their IEPs.
Problem Statement 2: 28% of our GT population was at the Masters Level for Reading across all grade levels. Root Cause: Testing strategies are not being explicitly taught to our GT students during their pull out times, and are not being provided with accelerated learning.

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 demonstrate improved math 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 51%, 4th grade students from 48% to 58%, and 5th grade students from 62% to 72%.

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, MAP, Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. Staff Responsible for Monitoring: Leadership Team, Campus Teachers Title I: 2.51, 2.52, 2.53 - 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 - Targeted Support Strategy Problem Statements: Student Achievement 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Based on BOY MAP data, the campus will implement a strategic plan for the used of My Math Academy, iReady Math, and ST Math for students who perform below the 41st %tile. Strategy's Expected Result/Impact: Provide students targeted intervention through their Personalized Learning Path to build skills and fill gaps towards improving overall math achievement. Staff Responsible for Monitoring: Leadership Team, Classroom Teachers Title I: 2.51, 2.52, 2.53 - 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 - Targeted Support Strategy Problem Statements: Student Achievement 1, 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue 502				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Our STAAR Student achievement score continues to drop year after year. Root Cause: It is hard to determine the cause. The students that have been tested over the last three years were COVID kinder and below and may not have recovered. There was also a redesign of STAAR and there are fewer multiple choice items which means that we need to increase Rigor in our daily questioning of students.
Problem Statement 2: For being a high achieving campus, our students are not making and maintaining the "masters" level in all tested subjects and across all grade levels. Root Cause: Our highest achieving students are not being challenged consistently both in the general education setting as well as in their GT pullout setting.
Problem Statement 3: In 2025 our overall performance on STAAR Science dropped in all three designation levels. Root Cause: This was the first year that the new Science TEKS were tested on STAAR.

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, students in 5th grade will demonstrate improved Science proficiency as measured by an increase in the percentage of students meeting grade-level performance standards on the STAAR examination. 5th grade students will increase their Meets proficiency from 29% to 40%.

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, MAP, Checkpoints

Strategy 1 Details		Reviews			
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. Staff Responsible for Monitoring: Leadership Team, Campus Teachers Title I: 2.51, 2.52, 2.53 - 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 - Targeted Support Strategy Problem Statements: Student Achievement 1, 2, 3		Formative			Summative
		Oct	Jan	Mar	May
					503
Strategy 2 Details		Reviews			
Strategy 2: 3-5 teachers will implement with fidelity the Connections Science program provided by the district. Staff Responsible for Monitoring: Leadership Team, Classroom Teachers. Title I: 2.51, 2.52, 2.53 - 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 1, 3 - Curriculum, Instruction, and Assessment 3		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 1: Our STAAR Student achievement score continues to drop year after year. **Root Cause:** It is hard to determine the cause. The students that have been tested over the last three years were COVID kinder and below and may not have recovered. There was also a redesign of STAAR and there are fewer multiple choice items which means that we need to increase Rigor in our daily questioning of students.

Problem Statement 2: For being a high achieving campus, our students are not making and maintaining the "masters" level in all tested subjects and across all grade levels. **Root Cause:** Our highest achieving students are not being challenged consistently both in the general education setting as well as in their GT pullout setting.

Problem Statement 3: In 2025 our overall performance on STAAR Science dropped in all three designation levels. **Root Cause:** This was the first year that the new Science TEKS were tested on STAAR.

Curriculum, Instruction, and Assessment

Problem Statement 3: 11% of our GT population was at the Masters Level in Science. **Root Cause:** Testing strategies are not being explicitly taught to our GT students during their pull out times, and are not being provided with accelerated learning.

504

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 3rd 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 45% to 55%.

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: STAAR, MAP, Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. Staff Responsible for Monitoring: Leadership Team, Campus Teachers Title I: 2.51, 2.52, 2.53 - 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 - Targeted Support Strategy Problem Statements: Student Achievement 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Based on BOY MAP data, the campus will implement a strategic plan for the used of HMH Read 180 (4-5) & iReady Reading (K-3) for students who perform below the 41st %tile. Strategy's Expected Result/Impact: Provide students targeted intervention through their Personalized Learning Path to build skills and fill gaps towards improving overall reading achievement. Staff Responsible for Monitoring: Leadership Team, Classroom Teachers Title I: 2.51, 2.52, 2.53 - 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 - Targeted Support Strategy Problem Statements: Curriculum, Instruction, and Assessment 1, 2		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue 506					

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Our STAAR Student achievement score continues to drop year after year. Root Cause: It is hard to determine the cause. The students that have been tested over the last three years were COVID kinder and below and may not have recovered. There was also a redesign of STAAR and there are fewer multiple choice items which means that we need to increase Rigor in our daily questioning of students.
Problem Statement 2: For being a high achieving campus, our students are not making and maintaining the "masters" level in all tested subjects and across all grade levels. Root Cause: Our highest achieving students are not being challenged consistently both in the general education setting as well as in their GT pullout setting.
Problem Statement 3: In 2025 our overall performance on STAAR Science dropped in all three designation levels. Root Cause: This was the first year that the new Science TEKS were tested on STAAR.
Curriculum, Instruction, and Assessment
Problem Statement 1: 53% of our SPED population in 3rd grade Did Not Meet standard in Reading. Root Cause: Due to not being able to hire a SPED teacher, many of our SPED students were not served according to their IEPs.
Problem Statement 2: 28% of our GT population was at the Masters Level for Reading across all grade levels. Root Cause: Testing strategies are not being explicitly taught to our GT students during their pull out times, and are not being provided with accelerated learning.

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, the percentage of students K-3 achieving or exceeding their projected growth in reading will increase from 60% to 70%.

Indicators of Success:

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%, 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: Checkpoints, BOY / MOY MAP

Strategy 1 Details	Reviews			
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. Staff Responsible for Monitoring: Leadership Team, Campus Teachers Title I: 2.51, 2.52, 2.53 - 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 - Targeted Support Strategy Problem Statements: Student Achievement 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	May
				507

Strategy 2 Details		Reviews			
Strategy 2: Based on BOY MAP data, the campus will implement a strategic plan for the used of HMH Read 180 (4-5) & iReady Reading (K-3) for students who perform below the 41st %tile. Strategy's Expected Result/Impact: Provide students targeted intervention through their Personalized Learning Path to build skills and fill gaps towards improving overall reading achievement. Staff Responsible for Monitoring: Leadership Team, Classroom Teachers Title I: 2.51, 2.52, 2.53 - 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 - Targeted Support Strategy Problem Statements: Curriculum, Instruction, and Assessment 1, 2		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue 508					

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Our STAAR Student achievement score continues to drop year after year. Root Cause: It is hard to determine the cause. The students that have been tested over the last three years were COVID kinder and below and may not have recovered. There was also a redesign of STAAR and there are fewer multiple choice items which means that we need to increase Rigor in our daily questioning of students.
Problem Statement 2: For being a high achieving campus, our students are not making and maintaining the "masters" level in all tested subjects and across all grade levels. Root Cause: Our highest achieving students are not being challenged consistently both in the general education setting as well as in their GT pullout setting.
Problem Statement 3: In 2025 our overall performance on STAAR Science dropped in all three designation levels. Root Cause: This was the first year that the new Science TEKS were tested on STAAR.
Curriculum, Instruction, and Assessment
Problem Statement 1: 53% of our SPED population in 3rd grade Did Not Meet standard in Reading. Root Cause: Due to not being able to hire a SPED teacher, many of our SPED students were not served according to their IEPs.
Problem Statement 2: 28% of our GT population was at the Masters Level for Reading across all grade levels. Root Cause: Testing strategies are not being explicitly taught to our GT students during their pull out times, and are not being provided with accelerated learning.

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

Performance Objective 3: By May 2026, the conditional growth percentage of K-3 EOY MAP Reading assessment will increase from 69% to 79%.

Indicators of Success:

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

Strategy 1 Details	Reviews			
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. Staff Responsible for Monitoring: Leadership Team, Campus Teachers Title I: 2.51, 2.52, 2.53 - 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 - Targeted Support Strategy Problem Statements: Student Achievement 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	May
				509

Strategy 2 Details		Reviews			
Strategy 2: Based on BOY MAP data, the campus will implement a strategic plan for the used of HMH Read 180 (4-5) & iReady Reading (K-3) for students who perform below the 41st %tile. Strategy's Expected Result/Impact: Provide students targeted intervention through their Personalized Learning Path to build skills and fill gaps towards improving overall reading achievement. Staff Responsible for Monitoring: Leadership Team, Classroom Teachers Title I: 2.51, 2.52, 2.53 - 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 - Targeted Support Strategy Problem Statements: Curriculum, Instruction, and Assessment 1, 2		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue
 510

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Our STAAR Student achievement score continues to drop year after year. Root Cause: It is hard to determine the cause. The students that have been tested over the last three years were COVID kinder and below and may not have recovered. There was also a redesign of STAAR and there are fewer multiple choice items which means that we need to increase Rigor in our daily questioning of students.
Problem Statement 2: For being a high achieving campus, our students are not making and maintaining the "masters" level in all tested subjects and across all grade levels. Root Cause: Our highest achieving students are not being challenged consistently both in the general education setting as well as in their GT pullout setting.
Problem Statement 3: In 2025 our overall performance on STAAR Science dropped in all three designation levels. Root Cause: This was the first year that the new Science TEKS were tested on STAAR.
Curriculum, Instruction, and Assessment
Problem Statement 1: 53% of our SPED population in 3rd grade Did Not Meet standard in Reading. Root Cause: Due to not being able to hire a SPED teacher, many of our SPED students were not served according to their IEPs.
Problem Statement 2: 28% of our GT population was at the Masters Level for Reading across all grade levels. Root Cause: Testing strategies are not being explicitly taught to our GT students during their pull out times, and are not being provided with accelerated learning.

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, the School Connectedness Indicator in Panorama will increase from 66% to 76%.

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: BOY Panorama

Strategy 1 Details	Reviews			
Strategy 1: The Campus will continue our Student of the Month program for recognizing and encouraging outstanding behavior amongst our students. Staff Responsible for Monitoring: Leadership Team, Classroom Teachers. Title I: 2.51, 2.52, 2.53, 2.531 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 2	Formative			Summative
	Oct	Jan	Mar	May
				511
Strategy 2 Details	Reviews			
Strategy 2: Character Education lessons will be rolled out to students monthly for 30 minutes by the counselor. Staff Responsible for Monitoring: Leadership Team Title I: 2.51, 2.52, 2.53, 2.531 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 2: 34% of our students indicated last year that they do not feel connected to the campus. **Root Cause:** Only 48% of students report favorable levels of respect from peers. This is one of the lowest scores and suggests significant peer-to-peer relationship issues.

512

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: By May 2026, our school belonging indicator on Panorama will increase from 68% to 75%.

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: BOY Panorama

Strategy 1 Details	Reviews			
Strategy 1: The Campus will continue our Student of the Month program for recognizing and encouraging outstanding behavior amongst our students. Staff Responsible for Monitoring: Leadership Team, Classroom Teachers. Title I: 2.51, 2.52, 2.53, 2.531 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
				513
Strategy 2 Details	Reviews			
Strategy 2: Character Education lessons will be rolled out to students monthly for 30 minutes by the counselor. Staff Responsible for Monitoring: Leadership Team Title I: 2.51, 2.52, 2.53, 2.531 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 1: 32% of our students indicated last year that they do not feel like they belong on our campus. **Root Cause:** The lack of belonging likely stems from insufficient relationships with caring adults, limited peer connections, exclusion from meaningful activities, and systemic barriers that particularly affect marginalized student populations.

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: By the end of 2026, Student daily attendance will increase from 95 to 97%

Indicators of Success:

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

Evaluation Data Sources: Magnet Contract, Growth Plan Meetings, Monthly Attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Campus will provide Monthly attendance updates for all staff, students, and parents. Staff Responsible for Monitoring: Leadership Team Title I: 2.51, 2.52 - 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 3: Positive School Culture - Targeted Support Strategy Problem Statements: Demographics 1 - School Organization 2	Formative			Summative
	Oct	Jan	Mar	May
				515
Strategy 2 Details	Reviews			
Strategy 2: Campus will do a monthly grade level attendance reward. Staff Responsible for Monitoring: Leadership Team Title I: 2.51, 2.52 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Demographics 1 - School Organization 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Last year 8% of our student population fell into the "chronically absent" category for attendance. Root Cause: Since COVID student attendance has not been seen as important to families and families don't understand how loss of instruction impacts their students academically overall.
School Organization
Problem Statement 2: The RDSPD attendance is chronically low, and last year their overall attendance was 90%. Root Cause: Students travel from various districts around the region and also have other help issues that prevent them from coming to school regularly.

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 4: By May 2026, campus discipline referrals will decrease by 15%. (45 to 39)

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: Behavior meetings, Referral reports

Strategy 1 Details	Reviews			
Strategy 1: Campus Leadership will develop a behavior / referral flow chart for teachers to use when discipline needs arise. Staff Responsible for Monitoring: Leadership Team, Classroom Teachers Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Staff Quality, Recruitment, and Retention 3	Formative			Summative
	Oct	Jan	Mar	May
				517
Strategy 2 Details	Reviews			
Strategy 2: Campus Leadership will train teachers on how to manage student behavior in their classroom proactively to try to mitigate the need for referrals or admin intervention. Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Staff Quality, Recruitment, and Retention 3	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 4 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 3: Many of our campus discipline referrals come from teachers who have less years of experience in the classroom or who struggle with classroom management. Root Cause: Teachers are no proactive in prioritizing building relationships with all students and setting / carrying out high expectations all year.

518

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2026, the percentage of uncertified teacher at GP Alamo will go from 85% to 90%. (3 to 2 uncertified teachers)

Evaluation Data Sources: Talent Development follow up

Strategy 1 Details	Reviews			
Strategy 1: Quarterly check ins with teachers who are not fully certified to get progress updates on scheduling their certification tests. Title I: 2.51, 2.52, 2.53, 2.533, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
				519
Strategy 2 Details	Reviews			
Strategy 2: Increase communication and follow up with Talent Development on what they can do to assist our teachers in getting certified. Title I: 2.51, 2.52, 2.53, 2.533, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Our STAAR Student achievement score continues to drop year after year. **Root Cause:** It is hard to determine the cause. The students that have been tested over the last three years were COVID kinder and below and may not have recovered. There was also a redesign of STAAR and there are fewer multiple choice items which means that we need to increase Rigor in our daily questioning of students.

520

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2026, 100% of our PBL trained teachers will utilize NTN blueprint with fidelity to plan grade level projects.

Evaluation Data Sources: Project Planning, Coaching Sessions

Strategy 1 Details	Reviews			
Strategy 1: Purchase Blueprint licenses for all teachers. Staff Responsible for Monitoring: Leadership Team, Classroom Teachers Title I: 2.51, 2.52, 2.53, 2.534 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: School Culture and Climate 3	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide coaching and training each month on utilizing the platform effectively. Staff Responsible for Monitoring: Leadership Team, Classroom Teachers Title I: 2.51, 2.52, 2.53, 2.534 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 3	Formative			Summative
	Oct	Jan	Mar	May
				521
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 3: Our teachers do not yet feel confident in building projects for project based learning that effectively align state standards with student learning to foster strong student achievement. Root Cause: Our campus is in the second year of implementation of Project Based Learning through the New Tech Network.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2026, our campus will fully implement Project Based Learning in alignment with our work with the New Tech Network by each grade level facilitating a minimum of three projects throughout the year.

Evaluation Data Sources: PBL Planning, Coaching Sessions

Strategy 1 Details	Reviews			
Strategy 1: Purchase and provide ongoing training for teachers on using NTN Blueprint to build effective projects for students. Staff Responsible for Monitoring: Leadership Team, Classroom Teachers Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 3	Formative			Summative
	Oct	Jan	Mar	May
				522
Strategy 2 Details	Reviews			
Strategy 2: Continue utilizing our NTN coach to assist teachers in building their projects. Staff Responsible for Monitoring: Leadership Team Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 3	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

School Culture and Climate

Problem Statement 3: Our teachers do not yet feel confident in building projects for project based learning that effectively align state standards with student learning to foster strong student achievement. **Root Cause:** Our campus is in the second year of implementation of Project Based Learning through the New Tech Network.

523

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2026, 100% of all staff will complete 100% of their Safe Schools courses.

Strategy 1 Details	Reviews			
Strategy 1: Share monthly reports with staff on their completion rates for Safe Schools Training Modules. Staff Responsible for Monitoring: Leadership Team, Classroom Teachers Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 2	Formative			Summative
	Oct	Jan	Mar	May
				524
Strategy 2 Details	Reviews			
Strategy 2: Provide incentives to teachers who successfully complete 100% of their safe schools training by the November deadline. Staff Responsible for Monitoring: Leadership Team, Classroom Teachers Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 2: Teachers do not complete all required annual training (Safe Schools, GT courses, etc.) Root Cause: Lack of time provided to teachers to complete these training during contract time.

525

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2026, GP Alamo will pass 100% of its weekly campus safety audits.

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with safety training at back to school PD to ensure that they know all safety protocols and expectations. Staff Responsible for Monitoring: Leadership Team, Classroom Teachers , Campus Resource Officer Title I: 2.51 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Technology 1	Formative			Summative
	Oct	Jan	Mar	May
				526
Strategy 2 Details	Reviews			
Strategy 2: Submit work orders needed for campus safety in a timely manner and follow through to ensure they are addresses by district personnel. Staff Responsible for Monitoring: Leadership Team, Classroom Teachers , Campus Resource Officer Title I: 2.51 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Technology 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Technology
Problem Statement 1: Many of the safety features of our campus are out dated and could pose significant safety threats to our campus. Root Cause: The campus was built in 1948, and has structural deficits as well as lack of funding / timelines to implement upgraded safety systems.

Board Goal 5: Culture of Excellence

Performance Objective 3: By the end of May 2026, overall teacher attendance will improve from 94% to 96%.

Evaluation Data Sources: Smartfind / ESS monitoring

Strategy 1 Details	Reviews			
Strategy 1: Meet with teachers who exceed 5 absences in any semester. Staff Responsible for Monitoring: Leadership Team, Classroom Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - 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 Problem Statements: Student Achievement 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Provide random attendance incentives to staff to increase morale and overall teacher attendance. Staff Responsible for Monitoring: Leadership Team, Classroom Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - 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 Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 1: Our STAAR Student achievement score continues to drop year after year. **Root Cause:** It is hard to determine the cause. The students that have been tested over the last three years were COVID kinder and below and may not have recovered. There was also a redesign of STAAR and there are fewer multiple choice items which means that we need to increase Rigor in our daily questioning of students.

Ector County Independent School District

Goliad Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



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Mission Statement

Goliad Elementary is committed to preparing all students for college and life by delivering rigorous curriculum in a safe, supportive, nurturing, and inclusive environment.

Vision

Our vision is to develop well-rounded, confident, and responsible individuals who aspire to achieve their full potential.

Value Statement

- **Humanity.** We ensure all children feel safe, loved, and valued.
- **Perseverance.** We embrace our mistakes and encourage one another to work through challenges; we grow from success⁵³¹ and learn from failure.
- **Love of Learning.** We celebrate an environment that actively cultivates a lifelong love of learning.
- **Creativity.** We cultivate a learning environment where ideas come to life and imagination runs wild.
- **Accountability.** We take responsibility for our actions and decisions.

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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

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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. 16

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Board Goals

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

Performance Objective 1: By May of 2026, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 29 % to 35%.

Indicators of Success:

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

I Ready Diagnostic Reports
Checkpoints

533

Strategy 1 Details	Reviews			
Strategy 1: MCLs and campus leadership will implement the Data-Driven Instruction (DDI) process, deepen TEKS knowledge through lesson internalization and planning charts, apply the coaching cycle of observation and feedback, and analyze student work during PLCs to ensure students achieve mastery of learning objectives. Strategy's Expected Result/Impact: IReady Diagnostics increasing from BOY to EOY Checkpoints Read 180 and ST math MAP growth from BOY to MOY to EOY Staff Responsible for Monitoring: MCLs Specialists Principal Fellow Principal Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2 Funding Sources: 2 MCL I Positions - Title One School-wide - \$30,000, Teacher Resident - Title One School-wide - \$33,000, Reach Associate - Local - \$33,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: K-5 classroom teachers will provide targeted support for at-risk student populations by implementing research-based interventions. In grades 3-5, teachers will utilize Read 180, ST Math, i-Ready, and targeted tutoring three times per week for 20-30 minutes per session. In grades K-2, teachers will implement Math Academy for 20 minutes three times per week., All instruction will align to and adhere to the ECISD Math Framework. Strategy's Expected Result/Impact: MAP Growth BOY to MOY Checkpoints scoring at meets level Staff Responsible for Monitoring: MCLs Specialists Principal Fellow Principal Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2 Funding Sources: After-school tutoring for math - Title One School-wide - \$5,000	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: In 24-25, only 25% of 3rd-grade students were on grade level in math. Root Cause: Students lack the foundational number sense skills developed in K-2, limiting their ability to apply mathematical reasoning and problem-solving strategies in more complex tasks.

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

Performance Objective 2: By May of 2026, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 35% to 40 %.

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%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: MAP MOY and EOY
Monthly Istation Reports Bilingual Students
Diagnostic i-Ready Reports
Checkpoints

Strategy 1 Details	Reviews535			
Strategy 1: MCLs and campus leadership will implement the Data-Driven Instruction (DDI) process, deepen TEKS knowledge through lesson internalization and planning charts, apply the coaching cycle of observation and feedback, and analyze student work during PLCs to ensure students achieve mastery of learning objectives. Strategy's Expected Result/Impact: Rigor in Lessons Growth in I-Ready and targeted tutoring reports for Reading Staff Responsible for Monitoring: MCLs Specialists Principal Fellow Principal Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: K-5 classroom teachers will provide targeted support for at-risk students by implementing Read 180, ST Math, and small-group tutoring. In grades K-3, teachers will implement small-group tutoring three times per week for 20-30 minutes per session, adhering to the ECISD ELAR Framework. Strategy's Expected Result/Impact: IReady lessons passed at 70% or higher (2-3 lessons a week) IReady monthly progress for Bilingual Students Checkpoint monitoring meets percentage Staff Responsible for Monitoring: MCLs Specialists Principal Fellow Principal Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Part-time tutor - Title One School-wide - \$15,000, Instructional Aide - Title One School-wide - \$33,000, After-school Tutoring Reading - Title One School-wide - \$5,000		Formative			Summative
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  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: In 24-25, only 32% 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 hinder 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 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: MCLs and campus leadership will implement the Data-Driven Instruction (DDI) process, strengthen TEKS knowledge through internalization of instruction, apply the coaching cycle of observation and feedback, and analyze student work during PLCs to ensure mastery of learning objectives. Strategy's Expected Result/Impact: Growth in MAP science BOY - EOY Checkpoints monitoring meets percentage Staff Responsible for Monitoring: MCLs Specialists Principal Fellow Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: 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
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				537

Strategy 2 Details		Reviews			
Strategy 2: Science will be taught daily in grades K-5 for a minimum of 30 minutes for K-2, 60 minutes for 3rd-4th, and 90 minutes for 5th grade using district-approved resources. Strategy's Expected Result/Impact: MAP Science growth BOY - EOY Checkpoints monitoring the meets percentage for growth and meets percentage of highly tested TEKS Staff Responsible for Monitoring: MCLs Specialists Principal Fellow Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: 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: Student Achievement 1		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: In 24-25, only 32% 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 hinder fluency and comprehension in higher grades.
Curriculum, Instruction, and Assessment
Problem Statement 1: 24-25 STAAR data indicates that around 30% of students are meeting grade level expectations, revealing gaps in the alignment between curriculum, instruction and assessment. Root Cause: There is a large number of district-mandated curriculum resources and frameworks that are not fully aligned to the depth and rigor of STAAR-tested TEKS. This limits teachers' flexibility in adapting lessons and incorporating higher-level tasks that foster critical thinking and content mastery.

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

Performance Objective 1: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 45% to 50%

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: SCA

MAP MOY and EOY

Diagnostic i-Ready Reports

Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and campus leadership will refine and implement the Data-Driven Instruction (DDI) process, deepen TEKS understanding through internalization of instruction, utilize the coaching cycle of observation and feedback, and analyze student work during PLCs to ensure students achieve 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: MCLs Specialists Principal Fellow Principal Title I: 2.51, 2.52, 2.534 - TEA Priorities: 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: Student Achievement 1				539

Strategy 2 Details		Reviews			
Strategy 2: K-5 classroom teachers will provide targeted support for at-risk students through small-group reading instruction four times per week for 20-25 minutes per group. Tutoring groups will be used to deliver focused interventions. In grades 4-5, teachers will also implement Read 180 and i Ready to strengthen literacy. Strategy's Expected Result/Impact: 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. Students will be monitored monthly through iReady tests to ensure growth goal is met. MAP assessments will be monitored BOY to MOY to ensure RIT is met. Staff Responsible for Monitoring: MCLs Specialists Classroom Teachers Principal Fellow Principal Title I: 2.51, 2.52, 2.53 - 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
		Oct	Jan	Mar	May
					540
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: In 24-25, only 32% 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 hinder fluency and comprehension in higher grades.

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 First grade students will show growth from 29% to 34% on their Reading MAP Assessment.

- HB3 Board Goal**
- 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 BOY - EOY
i-Ready Reading Benchmark Data
Check Point Data
Daily Exit Tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All teachers will implement the campus-wide reading strategy by guiding students in creating CSPS (Character, Setting, Problem, Solution) charts for literary texts and TMI (Topic, Main Idea, Inference) charts for informational texts. Teachers will model the process, provide guided practice, and incorporate the charts as tools to support comprehension discussions and written responses. Strategy's Expected Result/Impact: Consistent use of CSPS and TMI charts will strengthen students' comprehension skills, improve their ability to analyze and discuss texts, and increase performance on reading comprehension assessments. Staff Responsible for Monitoring: MCLs Specialists Classroom Teachers Principal Fellow Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1				541

Strategy 2 Details		Reviews			
Strategy 2: Multi-Classroom Leaders (MCLs) and team teachers will engage in weekly 45-minute PLCs focused on analyzing student work and assessment data. These collaborative sessions will identify evidence of learning and misconceptions, and guide the planning of targeted instructional next steps to improve student achievement. Strategy's Expected Result/Impact: Consistent, evidence-based collaboration will lead to more targeted and responsive instruction, resulting in improved student mastery of grade-level standards, higher growth on assessments, and increased teacher capacity in analyzing data to drive instruction. Staff Responsible for Monitoring: MCLs Specialists Principal Fellow Principal 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: Student Achievement 1		Formative			Summative
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Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: In 24-25, only 32% 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 hinder fluency and comprehension in higher grades.

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

Performance Objective 3: The percentage of 3rd-grade students performing at the meets level on their Reading STAAR Assessment will increase from 32% to 37%.

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%

Evaluation Data Sources: MOY MAPS (students meeting their RIT goals)

i-Ready Reading Benchmark Data

Check Point Data

Daily Exit Tickets

Strategy 1 Details		Reviews			
Strategy 1: Teachers in grades 3-4 will integrate writing instruction using Weekly Studies to deliver interactive lessons, model effective writing strategies, and engage students in collaborative writing activities. Weekly Studies will also be used to build background knowledge for reading and to support idea generation, organization, and peer feedback, all in alignment with grade-level writing standards. Strategy's Expected Result/Impact: The use of Weekly Studies will increase student engagement in the writing process, improve organization and clarity in student writing, and lead to higher performance on writing assessments. Staff Responsible for Monitoring: MCLs Specialists Principal Fellow Principal Title I: 2.51, 2.52 - 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 - Targeted Support Strategy Problem Statements: Student Achievement 1		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Teachers in grades 3-5 will incorporate chapter books into their reading instruction to provide students with extended opportunities for in-depth analysis of complex texts. These texts will be used to challenge advanced learners through exposure to higher-level vocabulary, rigorous comprehension questions, thematic analysis, and opportunities for written literary responses. Strategy's Expected Result/Impact: Incorporating chapter books will extend learning for advanced readers, strengthen critical thinking and analytical skills, and increase the number of students performing at the Meets and Masters levels on reading assessments. Staff Responsible for Monitoring: MCLs Specialists Principal Fellow Principal Title I: 2.51, 2.52 - 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 - Targeted Support Strategy Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: In 24-25, only 32% 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 hinder fluency and comprehension in higher grades.
Curriculum, Instruction, and Assessment
Problem Statement 1: 24-25 STAAR data indicates that around 30% of students are meeting grade level expectations, revealing gaps in the alignment between curriculum, instruction and assessment. Root Cause: There is a large number of district-mandated curriculum resources and frameworks that are not fully aligned to the depth and rigor of STAAR-tested TEKS. This limits teachers' flexibility in adapting lessons and incorporating higher-level tasks that foster critical thinking and content mastery.

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

Performance Objective 1: School Connectedness Panorama data will increase from 63% to 68%.

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 Panorama Survey

Spring Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Through the Ron Clark House System, students in grades 3-5 will participate in regular house meetings that build confidence, strengthen communication skills, and promote active listening. These meetings will provide structured opportunities for students to express their voice, engage in respectful dialogue, and encourage and support their peers. Strategy's Expected Result/Impact: House meetings will strengthen students' confidence and leadership skills, improve their ability to communicate effectively and listen actively, and foster a positive, inclusive school culture. Staff Responsible for Monitoring: Principal House leaders Title I: 2.53, 2.531 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1				545

Strategy 2 Details		Reviews			
Strategy 2: During morning announcements, students will participate in I Matter sessions facilitated by the principal and principal fellow. These sessions will teach and reinforce techniques for emotional regulation and leadership behaviors through activities such as breathing exercises and reflection on positive quotes to promote focus, self-control, and a growth mindset. Strategy's Expected Result/Impact: I matter will equip students with self-regulation strategies, improve focus and emotional control, and create a calmer, more positive learning environment across the campus. Staff Responsible for Monitoring: Principal Principal Fellow Title I: 2.531 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					546

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: According to the Panorama survey, only 56% of students reported feeling that adults and peers care about them and their learning, indicating a need to strengthen students' sense of belonging within the school community. Root Cause: Students often do not consistently feel that adults and peers care about their learning and well-being due to the limited integration of social-emotional learning (SEL) practices, inconsistent modeling of SEL competencies by staff, and a lack of structured opportunities for student-adult connections and student-student interactions.

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: 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
				547

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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 No Progress  Accomplished  Continue/Modify  Discontinue 548				

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 92.9% to 95%.

Indicators of Success:

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

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 Truancy Form Strategy's Expected Result/Impact: Increased Attendance Rate Staff Responsible for Monitoring: Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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				549
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: CIS Teachers Counselor TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 1: 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 Checkpoint monitoring Scoring at meets level Staff Responsible for Monitoring: MCLs Specialists Principal Fellow Principal Title I: 2.52, 2.534 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
Strategy 2: Establish a structured peer observation system and implement the instructional coaching cycle to ensure the consistent use of evidence-based practices across all classrooms. Strategy's Expected Result/Impact: Effective Tier 1 Instruction Internalized Lesson Plans & Practices MAP Growth BOY to MOY Checkpoint monitoring Scoring at meets level Staff Responsible for Monitoring: Teachers MCLs Specialists Principal Fellow Principal Title I: 2.53, 2.534 - 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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No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: 24-25 STAAR data indicates that around 30% of students are meeting grade level expectations, revealing gaps in the alignment between curriculum, instruction and assessment. Root Cause: There is a large number of district-mandated curriculum resources and frameworks that are not fully aligned to the depth and rigor of STAAR-tested TEKS. This limits teachers' flexibility in adapting lessons and incorporating higher-level tasks that foster critical thinking and content mastery.

Board Goal 4: Classroom Excellence

Performance Objective 2: Increase student engagement from 56% to 61%

Evaluation Data Sources: Fall Panorama Survey
Spring Panorama Survey
Walkthroughs

Strategy 1 Details	Reviews			
Strategy 1: Integrate student-centered instructional strategies such as cooperative learning, Strategy's Expected Result/Impact: Decrease in Number of Behavior Reports MAP Growth BOY to MOY Checkpoint scoring at meets level Engaging Lessons Staff Responsible for Monitoring: Teachers MCLs Principal Fellow Principal Title I: 2.51, 2.52 Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
				552

Strategy 2 Details	Reviews			
Strategy 2: Integrate structured opportunities for student engagement and student voice through Habits of Discussion in daily lessons to promote active participation, academic discourse, and increased engagement and ownership of learning. Strategy's Expected Result/Impact: Student engagement will increase MAP Growth BOY to MOY Checkpoint scoring at meets level Engaging Lessons Staff Responsible for Monitoring: Teachers MCLs Principal Fellow Principal Title I: 2.51, 2.53, 2.534 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: In 24-25, only 32% 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 hinder fluency and comprehension in higher grades.
School Culture and Climate
Problem Statement 1: According to the Panorama survey, only 56% of students reported feeling that adults and peers care about them and their learning, indicating a need to strengthen students' sense of belonging within the school community. Root Cause: Students often do not consistently feel that adults and peers care about their learning and well-being due to the limited integration of social-emotional learning (SEL) practices, inconsistent modeling of SEL competencies by staff, and a lack of structured opportunities for student-adult connections and student-student interactions.

Board Goal 5: Culture of Excellence

Performance Objective 1: School Climate Panorama Data will increase from 55% to 60%.

Evaluation Data Sources: Fall Panorama Survey
Spring Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Teachers will conduct daily morning meetings to strengthen classroom community, nurture positive relationships, and establish a positive tone for learning. Each meeting will include a personal greeting, opportunities for sharing, a collaborative activity, and a brief discussion of daily goals and expectations. Strategy's Expected Result/Impact: To foster stronger teacher-student and peer relationships, teachers will implement consistent morning meetings to create a more positive classroom climate and enhance student engagement and readiness to learn. Staff Responsible for Monitoring: Teachers Principals Title I: 2.51, 2.52 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
Strategy 2: Teachers will foster a positive school climate by implementing intentional Social-Emotional Learning (SEL) practices -I -Lead lessons every week. Strategy's Expected Result/Impact: Increase in Panorama Climate data Staff Responsible for Monitoring: Teachers Principals Title I: 2.53, 2.531, 2.533 Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: According to the Panorama survey, only 56% of students reported feeling that adults and peers care about them and their learning, indicating a need to strengthen students' sense of belonging within the school community. Root Cause: Students often do not consistently feel that adults and peers care about their learning and well-being due to the limited integration of social-emotional learning (SEL) practices, inconsistent modeling of SEL competencies by staff, and a lack of structured opportunities for student-adult connections and student-student interactions.

Board Goal 5: Culture of Excellence

Performance Objective 2: Students Sense of Belonging Panorama Data will increase from 56% to 61%.

Evaluation Data Sources: Fall Panorama Survey
Spring Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Students and teachers will nominate peers for Student of the Month recognition based on the character traits outlined in the Goliad Manifesto. Nominations will include specific examples of how students demonstrate these traits in their daily interactions, reinforcing the campus's core values and celebrating positive behavior. Strategy's Expected Result/Impact: Promote positive character development. Strengthen a school culture rooted in respect and responsibility. Encourage students to consistently model and recognize good character in others. Staff Responsible for Monitoring: Teachers Principal Title I: 2.53, 2.531 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
				556

Strategy 2 Details	Reviews			
Strategy 2: Student Recognition Programs (Student 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: Teachers Principal Fellow Principal Title I: 2.531, 2.533 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
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Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: According to the Panorama survey, only 56% of students reported feeling that adults and peers care about them and their learning, indicating a need to strengthen students' sense of belonging within the school community. Root Cause: Students often do not consistently feel that adults and peers care about their learning and well-being due to the limited integration of social-emotional learning (SEL) practices, inconsistent modeling of SEL competencies by staff, and a lack of structured opportunities for student-adult connections and student-student interactions.

Board Goal 5: Culture of Excellence

Performance Objective 3: Goliad will offer multiple opportunities for parents to be involved in students' learning

Evaluation Data Sources: Parent sign in sheets
Panorama survey

Strategy 1 Details	Reviews			
Strategy 1: Parents will be invited to a reading night to learn strategies to support their students at home Strategy's Expected Result/Impact: Parent involvement Student engagement Staff Responsible for Monitoring: Principal Principal Fellow Specialists ESF Levers: Lever 3: Positive School Culture Funding Sources: Books and educational games - Title One School-wide - \$1,000	Formative			Summative
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No Progress Accomplished Continue/Modify Discontinue				

Ector County Independent School District

Gonzales Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



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Board Goals

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

Performance Objective 1: By May of 2026, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 22% to 35%.

Indicators of Success:

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

Evaluation Data Sources: MAP, Checkpoint Data, iReady Diagnostics

Strategy 1 Details	Reviews			
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring 4 times a week, Do the Math 4 times a week, iReady for 3rd-5th grade, My Math Academy for K-2nd grade based on district recommendations. Strategy's Expected Result/Impact: Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Instructional Coach - Local - \$75,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will create student data folders to ensure students track MAP Math growth, monthly iReady or My Math Academy Math progress and Math Checkpoint data. Teachers will conference with students to discuss data folders and provide new goals each grading period. Strategy's Expected Result/Impact: Increased student awareness of strengths and weaknesses. Collaboration and goal setting led by the teacher increasing student self-accountability. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

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

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

Performance Objective 2: By May of 2026, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 35% to 45%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: MAP, Checkpoint Data, iReady Diagnostics

Strategy 1 Details	Reviews			
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1 Funding Sources: Reach Associate and Teacher Resident - Title One School-wide - \$66,000	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring 4 times a week, LLI 4 times a week and iReady based on district recommendations. Strategy's Expected Result/Impact: Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: Tutoring - State Comp Ed - \$5,000		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue 564					

Performance Objective 2 Problem Statements:

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

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

Performance Objective 3: By May of 2026, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 14% to 25%.

Indicators of Success:

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

Evaluation Data Sources: MAP, Checkpoint Data

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



No Progress



Accomplished



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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 1: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 49% to 60%

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: MAP, Checkpoint Data, iReady Diagnostics

Strategy 1 Details	Reviews			
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: MTRT - Title One School-wide - \$12,000	Formative			Summative
	Oct	Jan	Mar	May
				567
Strategy 2 Details	Reviews			
Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring 4 times a week, LLI 4 times a week and iReady based on district recommendations Strategy's Expected Result/Impact: Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment

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

568

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

Performance Objective 2: The percentage of K-3 students will show growth using the School Conditional Growth Percentile from 55% to 65% on their READING MAP ASSESSMENT.

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: MAP, Checkpoint Data, iReady Diagnostics

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



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 3: The percentage of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 42% to 50%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: MAP, Checkpoint Data, iReady Diagnostics

Strategy 1 Details	Reviews			
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1 Funding Sources: MCL - Title One School-wide - \$15,000	Formative			Summative
	Oct	Jan	Mar	May
				571

Strategy 2 Details	Reviews			
Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring 4 times a week, LLI 4 times a week and iReady based on district recommendations Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
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Performance Objective 3 Problem Statements:

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

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

Performance Objective 1: School Connectedness Student panorama data will increase from 58% to 65%.

Indicators of Success:

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

Evaluation Data Sources: Panorama

Strategy 1 Details	Reviews			
Strategy 1: The iLead SEL curriculum will be implemented weekly in classrooms to reduce the number of discipline referrals by 10% and build positive relationships among students and teachers. Strategy's Expected Result/Impact: Decrease in discipline issues and an increase in student's perception of belonging. Staff Responsible for Monitoring: Administration and counselor Title I: 2.531, 2.533 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				573
Strategy 2 Details	Reviews			
Strategy 2: Character Education lessons will be rolled out to students monthly for 30 minutes by the counselor. Strategy's Expected Result/Impact: Increased exposure to iLead by students leading to higher emotional maturity or awareness in students. Staff Responsible for Monitoring: Administration and Counselor Title I: 2.531, 2.533 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Staff will recognize student growth or achievement using competitions, rewards such as celebrations or ceremonies, phone calls or messages home, and student conferences. Strategy's Expected Result/Impact: Increased confidence in self and increase motivation to continue to improve. Staff Responsible for Monitoring: All Staff Title I: 2.533 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	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: Student daily attendance will increase from 92.3% to 95%.

Indicators of Success:

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

Evaluation Data Sources: Campus attendance reports and district COC reports

Strategy 1 Details	Reviews			
Strategy 1: Parents will be contacted daily regarding student absences by attendance clerk. Campus will follow District truancy contact procedures at each level. Strategy's Expected Result/Impact: Increase parental awareness of the importance of attendance and increased daily attendance. Staff Responsible for Monitoring: Administration, Counselor, COC, Attendance Clerk Title I: 2.53, 2.531 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May
				575
Strategy 2 Details	Reviews			
Strategy 2: The campus will hold attendance celebrations/acknowledgements to increase student engagement and awareness. Students with perfect attendance will be acknowledged at each awards ceremony. Students with less than 3 absences per semester will be invited to an attendance celebration at the end of each semester. Strategy's Expected Result/Impact: Increased motivation for school attendance and increased parent engagement in attendance needs. Staff Responsible for Monitoring: All staff Title I: 2.53, 2.531 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



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Performance Objective 2 Problem Statements:

Demographics

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

576

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

Performance Objective 3: Exclusionary disciplinary infractions will decrease from 34% to 25%.

Indicators of Success:

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

Evaluation Data Sources: Discipline referrals in Focus

Strategy 1 Details	Reviews			
Strategy 1: Streamlining campus rules across all spaces and using the same language will decrease confusion amongst staff and students regarding behavioral expectations. Strategy's Expected Result/Impact: All staff and students using the same language and increase comprehension of expectations. Staff Responsible for Monitoring: All staff Title I: 2.533 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				577
Strategy 2 Details	Reviews			
Strategy 2: Increase percentage of students with MTSS behavior plans in Focus, from 0% to 5%, to ensure that students receiving Tier 2 and Tire 3 behavior interventions are supported through documented plans, enabling data-driven decisions and progress monitoring. Strategy's Expected Result/Impact: Decrease in student referrals and increase student/staff knowledge of behavioral best practices. Staff Responsible for Monitoring: Administration and MTSS coordinator Title I: 2.53, 2.531, 2.533 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



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Board Goal 4: Classroom Excellence

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

Evaluation Data Sources: TAPR Report and HR Staffing Report

Strategy 1 Details	Reviews			
Strategy 1: Priority teachers will receive targeted coaching and support from administration and instructional coaching staff. Strategy's Expected Result/Impact: Increased teacher instructional growth, increased teacher perception of administration support, decreased turnover. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				579
Strategy 2 Details	Reviews			
Strategy 2: Honor staff progress and successes via celebrations, acknowledgments, or additional recognition strategies. Strategy's Expected Result/Impact: Increased teacher perception of belonging on campus and decrease turnover. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Each grade level will elect a grade level leader who will attend regular meetings with the Core Leadership Team to ensure staff voice is being heard and included in campus initiatives. Strategy's Expected Result/Impact: Increased connectedness data on the Panorama survey and decreased turnover. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

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

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

Strategy 1 Details	Reviews			
Strategy 1: Administrators will deliver timely walkthrough feedback within 24 hours of classroom observations, engage in coaching conversations with teachers as needed, and provide ongoing instructional support to enhance teaching effectiveness and student outcomes. Strategy's Expected Result/Impact: Teacher awareness of best practices and improvement in instructional practices. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				581
Strategy 2 Details	Reviews			
Strategy 2: Leadership team will designate priority teachers for targeted coaching interventions delivered by the instructional coach, MCL, or MTRT to support accelerated growth in Math and ELAR instruction. These will be documented through School Mint Grow. Strategy's Expected Result/Impact: Teacher awareness of best practices and improvement in instructional practices Staff Responsible for Monitoring: Core Leadership Team and OC Staff Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

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

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

Strategy 1 Details	Reviews			
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				582
Strategy 2 Details	Reviews			
Strategy 2: Teachers will submit lesson plans using a campus-wide template which includes documentation of instructional materials approved by the district and provide evidence of preparation for administrator walkthroughs. Strategy's Expected Result/Impact: Strengthen instructional practices for all grade levels and internalization of instruction. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

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

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

Strategy 1 Details	Reviews			
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Campus Math Specialist - Title One School-wide - \$75,000	Formative			Summative
	Oct	Jan	Mar	May
				583
Strategy 2 Details	Reviews			
Strategy 2: Administrators will deliver timely walkthrough feedback within 24 hours of classroom observations, engage in coaching conversations with teachers as needed, and provide ongoing instructional support to enhance teaching effectiveness and student outcomes. Strategy's Expected Result/Impact: Teacher awareness of best practices and improvement in instructional practices Staff Responsible for Monitoring: Core Leadership Team Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

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

Evaluation Data Sources: Panorama Staff Survey

Strategy 1 Details	Reviews			
Strategy 1: Each grade level will elect a grade level leader who will attend regular meetings with the Instructional Leadership Team to ensure staff voice is being heard and included in campus initiatives Strategy's Expected Result/Impact: Increase in positive staff perceptions on Panorama data and increase in positive culture on campus. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				584
Strategy 2 Details	Reviews			
Strategy 2: Administrators will deliver timely walkthrough feedback within 24 hours of classroom observations, engage in coaching conversations with teachers as needed, and provide ongoing instructional support to enhance teaching effectiveness and student outcomes. Strategy's Expected Result/Impact: Teacher awareness of best practices and improvement in instructional practices Staff Responsible for Monitoring: Core Leadership Team Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

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

Evaluation Data Sources: Panorama Staff Survey

Strategy 1 Details	Reviews			
Strategy 1: Each grade level will elect a grade level leader who will attend regular meetings with the Instructional Leadership Team to ensure staff voice is being heard and included in campus initiatives Strategy's Expected Result/Impact: Increase in positive staff perceptions on Panorama data and increase in positive culture on campus. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				585
Strategy 2 Details	Reviews			
Strategy 2: Using iLead, the campus counselor will meet with each grade level monthly to support emotional well-being, emotional growth, and staff belonging. Strategy's Expected Result/Impact: Increase in teacher confidence and increased access to mental health tools. Staff Responsible for Monitoring: Administration and Counselor Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District

Hays Magnet Academic Academy

2025-2026 Board Goals/Performance Objectives/Strategies



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Board Goals 3

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Board Goals

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

Performance Objective 1: By May of 2026, the % of students performing at the MEETS level on 3rd-5th grade Math STAAR will increase from 72% to 75%.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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 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%, 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: Checkpoints; MAP; Benchmarks; Intern Assessments; STAAR

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Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Hays STEAM Academy will utilize high quality Tier 1 instruction and differentiation using student math data. Strategy's Expected Result/Impact: Increase in the number of scholars performing at or above the meets level Staff Responsible for Monitoring: Teachers, Admin Title I: 2.51, 2.52, 2.53 - 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 - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Achievement 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1 Funding Sources: Tutoring - Title One Instructional Continuity - \$10,000				

Strategy 2 Details		Reviews			
Strategy 2: Incorporate hands-on and conceptual learning with the use of fraction tiles, number lines, clocks, base-ten blocks, etc., for all learners. Strategy's Expected Result/Impact: Increase in the number of scholars performing at or above the meets level Staff Responsible for Monitoring: Teachers, Admin Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1 Funding Sources: Math Manipulatives - Title One Instructional Continuity - \$500		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue 589					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 59.88% of students are identified as economically disadvantaged. These factors can negatively impact academic performance, attendance, behavior, and overall well-being. Without intentional, targeted support, students from economically disadvantaged backgrounds may not have equitable opportunities to reach their full potential. Root Cause: Barriers such as food insecurity, limited access to educational resources, inconsistent healthcare, and heightened levels of stress
Student Achievement
Problem Statement 2: Data from recent STAAR Math assessments indicate that both White and Hispanic student groups in grades 3-5 are under-performing. Root Cause: Instructional strategies, supports, and hands-on activities are not effectively addressing the specific learning needs of these subgroups in mathematics.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Currently, 35% (9 out of 26) teachers are non-certified, with 19% (5 out of 26) individuals assigned to bilingual classrooms. This shortage of certified educators, particularly in specialized areas such as bilingual education, raises concerns about instructional quality and equitable access to high-quality learning experiences for all students. Root Cause: Delayed certification pathways, competitive job market, and barriers to Bilingual certification
Curriculum, Instruction, and Assessment
Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners. Root Cause: The curriculum may not fully meet the rigor and depth of students performing above grade level.

School Organization

Problem Statement 1: Hays does not receive the necessary support for non-certified teachers which leaves a heavy load for administrators. **Root Cause:** Due to teachers being non-certified, they are left with the uncertainty of how to navigate curriculum, classroom management, and compliance requirements. This results in increased reliance on campus administrators for day-to-day instructional support, leaving leadership teams overextended and reducing their capacity to focus on strategic school improvement efforts.

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

Performance Objective 2: By May of 2026, the % of students performing at the MEETS level on 3rd-5th grade Reading STAAR will increase from 81% to 83%.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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%, 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: Checkpoints; MAP; Benchmarks; Intern Assessments; STAAR

Strategy 1 Details	Reviews			
Strategy 1: Hays STEAM Academy will utilize high quality Tier 1 instruction and differentiation using student reading data. Strategy's Expected Result/Impact: Increase in the number of scholars performing at or above the meets level Staff Responsible for Monitoring: Teachers, Admin Title I: 2.51, 2.52, 2.53, 2.533, 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1 - School Organization 1 Funding Sources: - Title One Instructional Continuity - \$10,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Embed high-impact instructional strategies such as modeling, questioning, and think-alouds during read-alouds and shared reading. Strategy's Expected Result/Impact: Increase in the number of scholars performing at or above the meets level Staff Responsible for Monitoring: Teachers, Administrators Title I: 2.51, 2.52, 2.53, 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue 592					

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs. Root Cause: Limited student voice and choice
Staff Quality, Recruitment, and Retention
Problem Statement 1: Currently, 35% (9 out of 26) teachers are non-certified, with 19% (5 out of 26) individuals assigned to bilingual classrooms. This shortage of certified educators, particularly in specialized areas such as bilingual education, raises concerns about instructional quality and equitable access to high-quality learning experiences for all students. Root Cause: Delayed certification pathways, competitive job market, and barriers to Bilingual certification Problem Statement 2: Our current staff retention rate stands at 75%. While this reflects positively on our ability to grow and develop talent, the consistent turnover poses challenges in maintaining continuity, preserving institutional knowledge, and sustaining strong student-teacher relationships. The frequent need to onboard and train new staff also places additional strain on existing team members and leadership. Root Cause: Departures attributed to internal and external promotions.
Curriculum, Instruction, and Assessment
Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners. Root Cause: The curriculum may not fully meet the rigor and depth of students performing above grade level.

School Organization

Problem Statement 1: Hays does not receive the necessary support for non-certified teachers which leaves a heavy load for administrators. **Root Cause:** Due to teachers being non-certified, they are left with the uncertainty of how to navigate curriculum, classroom management, and compliance requirements. This results in increased reliance on campus administrators for day-to-day instructional support, leaving leadership teams overextended and reducing their capacity to focus on strategic school improvement efforts.

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 % of 5th grade students performing at the MEETS level on Science STAAR will increase from 46% to 50%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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%, 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: Checkpoints; MAP; Benchmarks; Intern Assessments; STAAR

Strategy 1 Details	Reviews			
Strategy 1: In previous years, the science lab was not consistently incorporated into the campus instructional schedule, resulting in limited access to hands-on, inquiry-based science experiences for students. As of this academic year, the science lab has been formally included in the master schedule. Strategy's Expected Result/Impact: Increase usage of Science Lab Staff Responsible for Monitoring: Teachers, Administrators Title I: 2.51, 2.52, 2.53, 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
				594

Strategy 2 Details		Reviews			
Strategy 2: Collaborate with reading and math teachers to strengthen data interpretation, critical reading of informational texts, and problem-solving within science contexts. Strategy's Expected Result/Impact: increased student performance; deeper conceptual understanding Staff Responsible for Monitoring: Teachers, Administrators Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1 Funding Sources: consumable supply replacement of essential items - Title One School-wide - \$5,000		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue 595					

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: In 2024-'25, only 46% of 5th grade students performed at meets or masters in Science. Root Cause: Minutes taught must be monitored with fidelity.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Currently, 35% (9 out of 26) teachers are non-certified, with 19% (5 out of 26) individuals assigned to bilingual classrooms. This shortage of certified educators, particularly in specialized areas such as bilingual education, raises concerns about instructional quality and equitable access to high-quality learning experiences for all students. Root Cause: Delayed certification pathways, competitive job market, and barriers to Bilingual certification
Curriculum, Instruction, and Assessment
Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners. Root Cause: The curriculum may not fully meet the rigor and depth of students performing above grade level.
School Organization
Problem Statement 1: Hays does not receive the necessary support for non-certified teachers which leaves a heavy load for administrators. Root Cause: Due to teachers being non-certified, they are left with the uncertainty of how to navigate curriculum, classroom management, and compliance requirements. This results in increased reliance on campus administrators for day-to-day instructional support, leaving leadership teams overextended and reducing their capacity to focus on strategic school improvement efforts.

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

Performance Objective 1: The % of students K-3 achieving or exceeding their READING RIT goal will increase from 76% to 78%.

Indicators of Success:

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

Strategy 1 Details		Reviews			
Strategy 1: RIT bands target context clues, synonyms/antonyms, word relationships, prefix/suffix knowledge, and Greek & Latin roots. A cognitive word wall will be structured to reinforce these skills. Strategy's Expected Result/Impact: increase RIT scores Staff Responsible for Monitoring: Teachers, administrators Title I: 2.51, 2.52, 2.53, 2.534, 2.535 - 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	May
					596
Strategy 2 Details		Reviews			
Strategy 2: Teaching figurative language (Identify and interpret similes, metaphors, personification, hyperbole; Analyze word choice and author's purpose; Understand the effect of figurative language on meaning and tone) will directly increase Reading RIT scores, particularly in the Literary Text and Vocabulary domains assessed in NWEA MAP Growth. Strategy's Expected Result/Impact: Increased RIT scores Staff Responsible for Monitoring: Teachers, Administrators Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - 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 Problem Statements: Demographics 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 59.88% of students are identified as economically disadvantaged. These factors can negatively impact academic performance, attendance, behavior, and overall well-being. Without intentional, targeted support, students from economically disadvantaged backgrounds may not have equitable opportunities to reach their full potential. Root Cause: Barriers such as food insecurity, limited access to educational resources, inconsistent healthcare, and heightened levels of stress
Staff Quality, Recruitment, and Retention
Problem Statement 1: Currently, 35% (9 out of 26) teachers are non-certified, with 19% (5 out of 26) individuals assigned to bilingual classrooms. This shortage of certified educators, particularly in specialized areas such as bilingual education, raises concerns about instructional quality and equitable access to high-quality learning experiences for all students. Root Cause: Delayed certification pathways, competitive job market, and barriers to Bilingual certification
Curriculum, Instruction, and Assessment
Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners. Root Cause: The curriculum may not fully meet the rigor and depth of students performing above grade level.
School Organization
Problem Statement 1: Hays does not receive the necessary support for non-certified teachers which leaves a heavy load for administrators. Root Cause: Due to teachers being non-certified, they are left with the uncertainty of how to navigate curriculum, classroom management, and compliance requirements. This results in increased reliance on campus administrators for day-to-day instructional support, leaving leadership teams overextended and reducing their capacity to focus on strategic school improvement efforts.

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 % of K-3 students will show growth from 77% to 80% on their READING MAP ASSESSMENT.

Strategy 1 Details	Reviews			
Strategy 1: Students are responsible for monitoring mastery of the TEKS and updating data trackers after each testing window. Strategy's Expected Result/Impact: develop foundational skills, vocabulary, informational text, literature Staff Responsible for Monitoring: Teachers, Administrators Title I: 2.51, 2.52, 2.53, 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2 - School Culture and Climate 2	Formative			Summative
	Oct	Jan	Mar	May
				598
Strategy 2 Details	Reviews			
Strategy 2: Strengthen phonemic awareness & phonics Strategy's Expected Result/Impact: daily phonemic awareness routines; systematic phonics instruction; practice decodable texts to build word recognition and fluency; teach and review high-frequency/sight words regularly Staff Responsible for Monitoring: Teacher, administrators Title I: 2.51, 2.52, 2.53, 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 59.88% of students are identified as economically disadvantaged. These factors can negatively impact academic performance, attendance, behavior, and overall well-being. Without intentional, targeted support, students from economically disadvantaged backgrounds may not have equitable opportunities to reach their full potential. Root Cause: Barriers such as food insecurity, limited access to educational resources, inconsistent healthcare, and heightened levels of stress
Student Achievement
Problem Statement 1: In 2024-'25, only 46% of 5th grade students performed at meets or masters in Science. Root Cause: Minutes taught must be monitored with fidelity. Problem Statement 2: Data from recent STAAR Math assessments indicate that both White and Hispanic student groups in grades 3-5 are under-performing. Root Cause: Instructional strategies, supports, and hands-on activities are not effectively addressing the specific learning needs of these subgroups in mathematics.
School Culture and Climate
Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs. Root Cause: Limited student voice and choice
Staff Quality, Recruitment, and Retention
Problem Statement 2: Our current staff retention rate stands at 75%. While this reflects positively on our ability to grow and develop talent, the consistent turnover poses challenges in maintaining continuity, preserving institutional knowledge, and sustaining strong student-teacher relationships. The frequent need to onboard and train new staff also places additional strain on existing team members and leadership. Root Cause: Departures attributed to internal and external promotions.
Curriculum, Instruction, and Assessment
Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners. Root Cause: The curriculum may not fully meet the rigor and depth of students performing above grade level.

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

Performance Objective 3: The % of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 79% to 82%.

Strategy 1 Details	Reviews			
Strategy 1: Challenge students already at MEETS to analyze deeper meaning, use paired texts, and respond with evidence-based writing. Strategy's Expected Result/Impact: increase student mastery of the TEKS Staff Responsible for Monitoring: Teachers, Administrators Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - 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 - Targeted Support Strategy Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				600
Strategy 2 Details	Reviews			
Strategy 2: Focus small group lessons on high-impact TEKS where students tend to struggle (e.g., inferencing, context clues). Strategy's Expected Result/Impact: increase student mastery of the TEKS Staff Responsible for Monitoring: Teachers, Administrators Title I: 2.51, 2.52, 2.53, 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:**Demographics**

Problem Statement 1: 59.88% of students are identified as economically disadvantaged. These factors can negatively impact academic performance, attendance, behavior, and overall well-being. Without intentional, targeted support, students from economically disadvantaged backgrounds may not have equitable opportunities to reach their full potential.

Root Cause: Barriers such as food insecurity, limited access to educational resources, inconsistent healthcare, and heightened levels of stress

Staff Quality, Recruitment, and Retention

Problem Statement 2: Our current staff retention rate stands at 75%. While this reflects positively on our ability to grow and develop talent, the consistent turnover poses challenges in maintaining continuity, preserving institutional knowledge, and sustaining strong student-teacher relationships. The frequent need to onboard and train new staff also places additional strain on existing team members and leadership. **Root Cause:** Departures attributed to internal and external promotions.

Curriculum, Instruction, and Assessment

Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners. **Root Cause:** The curriculum may not fully meet the rigor and depth of students performing above grade level.

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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: School Connectedness panorama data will increase from 63% to 68%.

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: Panorama Survey; Counselor lessons

Strategy 1 Details	Reviews			
Strategy 1: Promote peer conflict resolution and empathy development. Strategy's Expected Result/Impact: strengthen school connectedness Staff Responsible for Monitoring: Teachers, counselor, administrators Title I: 2.531, 2.533 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: School Culture and Climate 1, 2	Formative			Summative
	Oct	Jan	Mar	May
				602
Strategy 2 Details	Reviews			
Strategy 2: Celebrate student successes by creating positive behavior systems. Strategy's Expected Result/Impact: strengthen school connectedness Staff Responsible for Monitoring: Teachers, counselor, administrators Title I: 2.531, 2.533 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: School Culture and Climate 1, 2	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: The Panorama Survey results show that only 57% of students report a positive perception of school climate. A low school climate score can lead to increased behavioral issues, lower academic performance, chronic absenteeism, and decreased staff and student morale. Improving school climate is essential to fostering a sense of belonging, respect, and emotional safety for all students. **Root Cause:** Peer conflict

Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs. **Root Cause:** Limited student voice and choice

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

Performance Objective 2: Student daily attendance will increase from 96.97% to 97.3%.

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: Daily Attendance

Strategy 1 Details	Reviews			
Strategy 1: Teach attendance expectations as part of school rules and routines. Strategy's Expected Result/Impact: improved attendance Staff Responsible for Monitoring: Teachers, Attendance Clerk, Counselor, Administrators Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.535 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Achievement 2 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Use MTSS frameworks (Multi-Tiered Systems of Support) to address needs Strategy's Expected Result/Impact: improved attendance Staff Responsible for Monitoring: Teachers, Attendance Clerk, Counselor, Administrators Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.535 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Achievement 2 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:**Demographics**

Problem Statement 1: 59.88% of students are identified as economically disadvantaged. These factors can negatively impact academic performance, attendance, behavior, and overall well-being. Without intentional, targeted support, students from economically disadvantaged backgrounds may not have equitable opportunities to reach their full potential.

Root Cause: Barriers such as food insecurity, limited access to educational resources, inconsistent healthcare, and heightened levels of stress

Student Achievement

Problem Statement 2: Data from recent STAAR Math assessments indicate that both White and Hispanic student groups in grades 3-5 are under-performing. **Root Cause:** Instructional strategies, supports, and hands-on activities are not effectively addressing the specific learning needs of these subgroups in mathematics.

School Culture and Climate

Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs. **Root Cause:** Limited student voice and choice

Staff Quality, Recruitment, and Retention

Problem Statement 1: Currently, 35% (9 out of 26) teachers are non-certified, with 19% (5 out of 26) individuals assigned to bilingual classrooms. This shortage of certified educators, particularly in specialized areas such as bilingual education, raises concerns about instructional quality and equitable access to high-quality learning experiences for all students. **Root Cause:** Delayed certification pathways, competitive job market, and barriers to Bilingual certification

Curriculum, Instruction, and Assessment

Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners. **Root Cause:** The curriculum may not fully meet the rigor and depth of students performing above grade level.

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

Performance Objective 3: Exclusionary disciplinary infractions will decrease from 75% to 70%. We had a total of 16 referrals written. 12 referrals resulted in "Change of Environment."

Strategy 1 Details	Reviews			
Strategy 1: Teach conflict resolution, emotional regulation, and problem-solving Strategy's Expected Result/Impact: address social emotional needs Staff Responsible for Monitoring: Teachers, Counselor, Administrators Title I: 2.533, 2.535 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1, 2	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
Strategy 2: Collaborate and provide professional learning from counselors, behavior specialists, and interventionists. Strategy's Expected Result/Impact: address social emotional needs Staff Responsible for Monitoring: Teachers, Counselor, Administrators Title I: 2.533, 2.535 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1, 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

School Culture and Climate

Problem Statement 1: The Panorama Survey results show that only 57% of students report a positive perception of school climate. A low school climate score can lead to increased behavioral issues, lower academic performance, chronic absenteeism, and decreased staff and student morale. Improving school climate is essential to fostering a sense of belonging, respect, and emotional safety for all students. **Root Cause:** Peer conflict

Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs. **Root Cause:** Limited student voice and choice

Board Goal 4: Classroom Excellence

Performance Objective 1: Integrate AVID best teaching strategies into daily classroom instruction and ongoing professional development to enhance academic growth and achievement for 100% of students by the end of the 2025-2026 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Hays STEAM Academy site team will create a plan for the use of grade level appropriate strategies that will be incorporated in grade-level lesson planning in order to provide purposeful WICOR strategies to our scholars. Strategy's Expected Result/Impact: improved classroom performance, increased engagement, positive outcomes on local and state assessments. Staff Responsible for Monitoring: Teachers, AVID Site Team; Administrators Title I: 2.51, 2.52, 2.53, 2.534 - 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 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 Problem Statements: Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1				608
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Hays STEAM Academy will host an AVID Family Experience each 9-weeks during STEAM Nights. Additionally, each grade level will invite parents to attend an annual project presentation showcasing student learning. Strategy's Expected Result/Impact: improved classroom performance, increased engagement, positive outcomes on local and state assessments. Staff Responsible for Monitoring: Teachers, AVID Site Team; Administrators Title I: 2.51, 2.53, 2.534 - 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 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 Problem Statements: School Culture and Climate 1, 2				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:**School Culture and Climate**

Problem Statement 1: The Panorama Survey results show that only 57% of students report a positive perception of school climate. A low school climate score can lead to increased behavioral issues, lower academic performance, chronic absenteeism, and decreased staff and student morale. Improving school climate is essential to fostering a sense of belonging, respect, and emotional safety for all students. **Root Cause:** Peer conflict

Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs. **Root Cause:** Limited student voice and choice

Staff Quality, Recruitment, and Retention

Problem Statement 1: Currently, 35% (9 out of 26) teachers are non-certified, with 19% (5 out of 26) individuals assigned to bilingual classrooms. This shortage of certified educators, particularly in specialized areas such as bilingual education, raises concerns about instructional quality and equitable access to high-quality learning experiences for all students. **Root Cause:** Delayed certification pathways, competitive job market, and barriers to Bilingual certification

Problem Statement 2: Our current staff retention rate stands at 75%. While this reflects positively on our ability to grow and develop talent, the consistent turnover poses challenges in maintaining continuity, preserving institutional knowledge, and sustaining strong student-teacher relationships. The frequent need to onboard and train new staff also places additional strain on existing team members and leadership. **Root Cause:** Departures attributed to internal and external promotions.

Curriculum, Instruction, and Assessment

Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners. **Root Cause:** The curriculum may not fully meet the rigor and depth of students performing above grade level.

Board Goal 4: Classroom Excellence

Performance Objective 2: Close the opportunity gap and ensure that all students, regardless of socioeconomic status, receive high-quality instruction, social-emotional support, and access to resources necessary for success.

Evaluation Data Sources: % economically disadvantaged; % McKinney-Vento; parent education levels; household income bracket; unemployment rate

Strategy 1 Details	Reviews			
Strategy 1: Use structured SEL lessons (I-Lead) to teach emotional regulation, problem-solving, and resilience. Strategy's Expected Result/Impact: improved emotional regulation; enhanced problem-solving skills; stronger resilience & perseverance; positive classroom & school culture; academic gains Staff Responsible for Monitoring: Teachers, Counselor, Admin Title I: 2.531, 2.533 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Demographics 1 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
				610
Strategy 2 Details	Reviews			
Strategy 2: Train staff to recognize and respond to signs of trauma with compassion and consistency. Strategy's Expected Result/Impact: With intentional, targeted support, students will have equitable opportunities to reach their full potential. Staff Responsible for Monitoring: Teachers, Counselor, Admin Title I: 2.531, 2.533 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Demographics 1 - School Culture and Climate 1	Formative			Summative
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No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: 59.88% of students are identified as economically disadvantaged. These factors can negatively impact academic performance, attendance, behavior, and overall well-being. Without intentional, targeted support, students from economically disadvantaged backgrounds may not have equitable opportunities to reach their full potential.

Root Cause: Barriers such as food insecurity, limited access to educational resources, inconsistent healthcare, and heightened levels of stress

School Culture and Climate

Problem Statement 1: The Panorama Survey results show that only 57% of students report a positive perception of school climate. A low school climate score can lead to increased behavioral issues, lower academic performance, chronic absenteeism, and decreased staff and student morale. Improving school climate is essential to fostering a sense of belonging, respect, and emotional safety for all students. **Root Cause:** Peer conflict

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Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2026, the campus will increase student engagement from 49% to 55%, as measured by student responses on the district's annual student engagement survey, through the implementation of student-led learning opportunities, consistent use of interactive instructional strategies, and increased participation in enrichment activities.

Evaluation Data Sources: Surveys; Evidence of student engagement during walk-throughs; Exit Tickets; Discipline reports

Strategy 1 Details	Reviews			
Strategy 1: Utilize Blended Learning to implement individualized/personalized learning plans for scholars. Strategy's Expected Result/Impact: increase in student voice and choice Staff Responsible for Monitoring: Teachers, Administrators Title I: 2.51, 2.52, 2.53, 2.534 - 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 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 - Targeted Support Strategy Problem Statements: School Culture and Climate 1, 2 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
Strategy 2: Create excitement and curiosity in lessons with a mystery, challenge, or question. Strategy's Expected Result/Impact: Create excitement and curiosity Staff Responsible for Monitoring: Teachers, Administrators Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - 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 - Targeted Support Strategy Problem Statements: School Culture and Climate 1, 2	Formative			Summative
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No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

School Culture and Climate

Problem Statement 1: The Panorama Survey results show that only 57% of students report a positive perception of school climate. A low school climate score can lead to increased behavioral issues, lower academic performance, chronic absenteeism, and decreased staff and student morale. Improving school climate is essential to fostering a sense of belonging, respect, and emotional safety for all students. **Root Cause:** Peer conflict

Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs. **Root Cause:** Limited student voice and choice

Curriculum, Instruction, and Assessment

Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners. **Root Cause:** The curriculum may not fully meet the rigor and depth of students performing above grade level.

Board Goal 5: Culture of Excellence

Performance Objective 1: The campus will establish and promote at least one active community partnership per month which is led by students and guided by teachers to ensure students lead change driven by community needs and improvement.

Evaluation Data Sources: Extension of project based learning utilizing Project Lead the Way.

Strategy 1 Details	Reviews			
Strategy 1: Hold an annual "Community Impact Expo" where students present their projects and outcomes to stakeholders and families. Strategy's Expected Result/Impact: student empowerment and leadership; real-world application of learning; increased family and stakeholder engagement; positive school culture and climate; deeper community connections; academic & SEL outcomes Staff Responsible for Monitoring: Teachers, Counselor; Administrators Title I: 2.51, 2.52, 2.53, 2.531, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: School Culture and Climate 1, 2	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Publicly recognize community partners and student contributions during Rocket Launch, on campus displays, and via social media. Strategy's Expected Result/Impact: student empowerment and leadership; real-world application of learning; increased family and stakeholder engagement; positive school culture and climate; deeper community connections; academic & SEL outcomes Staff Responsible for Monitoring: Teachers, Counselor; Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: School Culture and Climate 1, 2		Formative			Summative
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Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: The Panorama Survey results show that only 57% of students report a positive perception of school climate. A low school climate score can lead to increased behavioral issues, lower academic performance, chronic absenteeism, and decreased staff and student morale. Improving school climate is essential to fostering a sense of belonging, respect, and emotional safety for all students. Root Cause: Peer conflict
Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs. Root Cause: Limited student voice and choice

Board Goal 5: Culture of Excellence

Performance Objective 2: School Connectedness panorama data will increase from 63% to 68%.

Evaluation Data Sources: Panorama Survey; Counselor lessons

Strategy 1 Details	Reviews			
Strategy 1: Promote peer conflict resolution and empathy development. Strategy's Expected Result/Impact: strengthen school connectedness Staff Responsible for Monitoring: Teacher, Counselor, Administrators Title I: 2.531, 2.533 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: School Culture and Climate 1, 2	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Celebrate student successes by creating positive behavior systems. Strategy's Expected Result/Impact: strengthen school connectedness Staff Responsible for Monitoring: Teachers, counselor, administrators Title I: 2.531, 2.533 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: School Culture and Climate 1, 2 Funding Sources: Certificates, trophies, small incentives - Title One School- Improvement - \$2,000	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: The Panorama Survey results show that only 57% of students report a positive perception of school climate. A low school climate score can lead to increased behavioral issues, lower academic performance, chronic absenteeism, and decreased staff and student morale. Improving school climate is essential to fostering a sense of belonging, respect, and emotional safety for all students. Root Cause: Peer conflict Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs. Root Cause: Limited student voice and choice

Ector County Independent School District

Ireland Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



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Vision

Engage in learning.

Empower through a growth mindset

Excel to a bright future.

Value Statement

We value curiosity, inclusivity, and growth. We believe in fostering strong relationships, delivering rigorous and engaging instruction, and empowering every learner to achieve success both in school and in life.

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Board Goals

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

Performance Objective 1: By May of 2026 the % of students performing at the Meets level on 3-5 Math Staar will increase from 32%- 48%.

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: Staar Summative Scores 2026

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Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement weekly PLCs focused on analyzing student data (interim assessments, exit tickets, etc.) to identify skill gaps and plan differentiated instruction. Strategy's Expected Result/Impact: Teachers will use TEKS-aligned lesson planning to ensure rigorous Tier 1 instruction while embedding 15-20 minutes of small-group, targeted intervention or enrichment daily. Staff Responsible for Monitoring: Campus Instructional Leadership team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: Tutoring - Title One School- Improvement - \$16,500, Reach Associate - Title One School-wide - \$99,000				

Strategy 2 Details		Reviews			
Strategy 2: Integrate daily spiral math review with a focus on high-leverage TEKS (LoneStar Math) using STAAR-style questions and multi-step problem solving. Strategy's Expected Result/Impact: Emphasize academic vocabulary, justifying answers using mathematical reasoning, and practicing stamina-building tasks. Staff Responsible for Monitoring: Campus Instructional Leadership Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1		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 of 2026 the % of students performing at the Meets level on 3rd - 5th Reading Staar will increase from 41% to 48%

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: Summative Staar 2026

Strategy 1 Details	Reviews			
Strategy 1: Implement consistent, small-group Guided Reading in grades 3-5 with an emphasis on complex texts and STAAR-aligned comprehension skills (e.g., inferencing, summarizing, text evidence). Strategy's Expected Result/Impact: Students will demonstrate stronger comprehension skills through frequent exposure to complex texts and intentional small-group instruction. Staff Responsible for Monitoring: Instructional Leadership Team and MCL Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1 Funding Sources: Lead Forward Training - Title One School-wide - \$10,000	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Schoolwide launch of a daily Tier 2 & Tier 3 vocabulary routine in reading classrooms using visual supports, sentence stems, and context-based practice. Strategy's Expected Result/Impact: Vocabulary acquisition and academic language use will improve, allowing students to better understand STAAR questions and respond with precision. Staff Responsible for Monitoring: Campus Instructional Leadership, MCL Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

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 13% to 30 %.

HB3 Board Goal

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

Evaluation Data Sources: STAAR Summative 2026

Strategy 1 Details	Reviews			
Strategy 1: Implement weekly science investigations or labs aligned to the 5th grade TEKS, emphasizing process skills and key concepts (e.g., force and motion, properties of matter, ecosystems). Strategy's Expected Result/Impact: Students will gain a deeper understanding of science content through regular, hands-on lab experiences that connect abstract concepts to real-world phenomena. Staff Responsible for Monitoring: Campus Instructional Leadership Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Launch a daily or weekly spiral review routine that targets high-leverage Readiness Standards using STAAR question stems and data from unit assessments. Strategy's Expected Result/Impact: Vocabulary and academic language acquisition will improve, helping students better comprehend and respond to STAAR questions with accuracy. Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue 626				

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

Performance Objective 1: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 52% to 56%

HB3 Board Goal

Indicators of Success:

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: EOY MAP, Iready Diagnostics

Strategy 1 Details	Reviews			
Strategy 1: Use BOY MAP and i-Ready data to create flexible small groups targeting specific foundational reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension). Strategy's Expected Result/Impact: Students receive daily, data-informed instruction targeting their specific reading skill gaps, resulting in more students making expected or above-expected growth on MAP and i-Ready. Staff Responsible for Monitoring: Campus Leadership Team, MCL Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Implement a dedicated daily intervention/enrichment block (20-30 minutes) where students work on personalized reading goals using i-Ready lessons, MAP RIT skill packets, or teacher-led reteach based on progress monitoring. Strategy's Expected Result/Impact: K-2 students build stronger decoding and phonics skills, while 3rd graders strengthen comprehension, vocabulary, and fluency through personalized small-group instruction. Staff Responsible for Monitoring: Campus Leadership Team, Campus Team Leads, MCL Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1	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: 2. The % K-3 students will show growth from 46 % to 52% on their READING MAP ASSESSMENT.

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, 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: EOY MAP

Strategy 1 Details	Reviews			
Strategy 1: Teachers provide daily guided reading using structured routines and progress-monitor every 6-8 weeks to regroup students based on updated data. Strategy's Expected Result/Impact: Increased Growth on EOY MAP Reading Staff Responsible for Monitoring: Campus Instructional Leadership, MCL, Team Leads Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Team Leads and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Increase in Growth on EOY MAP Staff Responsible for Monitoring: Campus Instructional Leadership, MCL, Team Leads Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: MTRT - Title One Instructional Continuity - \$12,000, MTRT - Title One Instructional Continuity - \$12,000		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue 630					

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

Performance Objective 3: 3. The % of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 29% to 48%.

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%

Evaluation Data Sources: Summative STAAR 2026

Strategy 1 Details	Reviews			
Strategy 1: During daily reading instruction, teachers provide focused small-group instruction using resources like i-Ready Teacher Toolbox, guided reading texts, and STAAR question stems. Staff Responsible for Monitoring: Campus Instructional Leadership, MCL, Team Leads Title I: 2.51, 2.52, 2.53 - TEA Priorities: 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 Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details		Reviews			
Strategy 2: Implement weekly data meetings in PLCs focused on i-Ready usage, lesson completion, and performance by TEKS cluster. Strategy's Expected Result/Impact: Data Driven Instruction Staff Responsible for Monitoring: Campus Leadership Team, MCL, Team Leads 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 Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: MCL 1 - Title One Instructional Continuity - \$15,000		Formative			Summative
		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 1: By May 2026, the percentage of 5th grade students demonstrating foundational college, career, and military readiness will increase from 88% to 93%, as measured by participation in AVID strategies, career awareness activities, goal-setting reflections, and mastery of grade-level standards.

HB3 Board Goal

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: Campus Avid Certification Indicators

Strategy 1 Details	Reviews			
Strategy 1: Students will use AVID planners weekly to set academic and personal goals, track their progress, and reflect on their learning. Teachers will dedicate time each week for students to write and discuss their goals and reflect on how their habits contribute to college and career readiness. This routine will help build self-awareness, responsibility, and long-term planning skills. Strategy's Expected Result/Impact: Students will become organized and ready to learn Staff Responsible for Monitoring: Avid Coordinator Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
				633
Strategy 2 Details	Reviews			
Strategy 2: The school will organize Career Day events , inviting professionals from diverse fields, including military personnel, trades, and college representatives. Students will engage in hands-on presentations, Q&A sessions, and reflection activities that tie directly to AVID's career awareness and goal-setting components. Strategy's Expected Result/Impact: Students will learn what career paths are Staff Responsible for Monitoring: Avid Coordinator Problem Statements: Family and Community Engagement 1	Formative			Summative
	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 53% to 57 %.

Strategy 1 Details		Reviews			
Strategy 1: Each homeroom teacher will facilitate a 20-minute weekly SEL lessons that includes a structured ILead SEL lesson focused on self-awareness, empathy, and relationship skills. Strategy's Expected Result/Impact: Students experience stronger peer relationships, emotional support, and recognition of their contributions to the school culture. Staff Responsible for Monitoring: Campus Leadership Team, Team Leads Title I: 2.531 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	May
					634
Strategy 2 Details		Reviews			
Strategy 2: Launch a "Mustang of the Month" program to recognize students who demonstrate positive character, kindness, leadership, and inclusivity. Strategy's Expected Result/Impact: Students will feel inspired to be a leader on our campus Staff Responsible for Monitoring: Campus Instructional Leadership Team, Team Leads Title I: 2.531 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1		Formative			Summative
		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 3: 2. Student daily attendance will increase from 91.2 %to 95%.

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: Focus Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Form an Attendance Team made up of teacher representatives from each grade level to monitor trends, identify students with chronic absences, and collaborate on targeted interventions. The team will meet monthly to review data, connect with families, and implement positive attendance campaigns schoolwide. This approach builds ownership and shared responsibility among staff for improving daily attendance. Strategy's Expected Result/Impact: Attendance will Increase Staff Responsible for Monitoring: Data Clerk and Campus Administration Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
				635
Strategy 2 Details	Reviews			
Strategy 2: Classes with perfect attendance will earn daily points toward weekly or monthly rewards (e.g., extra recess, class shout-outs, or small prizes). Recognizing students and classrooms regularly fosters a positive culture around showing up every day. Strategy's Expected Result/Impact: Student attendance will increase. Staff Responsible for Monitoring: Campus Administration/Data Clerk Problem Statements: Family and Community Engagement 1	Formative			Summative
	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 4: By May 2026, the percentage of students in grades 3-5 who respond favorably on the Engagement domain of the Panorama Student Survey will increase from 43% to 53%.

HB3 Board Goal

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

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement Social Contracts in grades 3-5, where students can share input on classroom activities, express opinions, and co-create classroom norms and incentives. Strategy's Expected Result/Impact: Students will have a sense of belonging Staff Responsible for Monitoring: Campus Leadership team Problem Statements: School Culture and Climate 1	Formative			Summative
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				636
Strategy 2 Details	Reviews			
Strategy 2: Each classroom will establish student job roles and leadership teams (e.g., classroom ambassadors, tech leads, recess leaders). Schoolwide, Avid Ambassadors will meet monthly to offer input on events, activities, and school climate. Strategy's Expected Result/Impact: Students will feel empowered at school. Staff Responsible for Monitoring: Campus Administrative team Problem Statements: School Culture and Climate 1	Formative			Summative
	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 5: By May of 2026 disciplinary infractions will decrease from 10% of the student population to 5%.

HB3 Board Goal

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: Focus Discipline Reports

Strategy 1 Details	Reviews			
Strategy 1: Schoolwide expectations will be explicitly taught and reinforced using a 3-tier PBIS framework. Staff will recognize positive behavior through a consistent reward system (e.g., Mustang Bucks, shout-outs), and Tier 2 interventions (like behavior contracts or check-in/check-out) will be provided for students with repeated infractions. Strategy's Expected Result/Impact: Student discipline will decrease. Staff Responsible for Monitoring: Campus Administrative Team Title I: 2.51, 2.52, 2.53 Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
				637
Strategy 2 Details	Reviews			
Strategy 2: Each homeroom teacher will facilitate a 20-minute weekly SEL lessons that includes a structured ILead SEL lesson focused on self-awareness, empathy, and relationship skills. Strategy's Expected Result/Impact: Discipline will Decrease Staff Responsible for Monitoring: Campus Administrative Team Title I: 2.51, 2.52, 2.53 Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 1: By May of 2026 disciplinary infractions will decrease from 10% of the student population to 5%

HB3 Board Goal
Evaluation Data Sources: Focus Discipline Reports

Strategy 1 Details	Reviews			
Strategy 1: Schoolwide expectations will be explicitly taught and reinforced using a 3-tier PBIS framework. Staff will recognize positive behavior through a consistent reward system (e.g., Mustang Bucks, shout-outs), and Tier 2 interventions (like behavior contracts or check-in/check-out) will be provided for students with repeated infractions. Strategy's Expected Result/Impact: Student discipline will decrease. Staff Responsible for Monitoring: Campus Administrative Team Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
Strategy 2: Each homeroom teacher will facilitate a 20-minute weekly SEL lessons that includes a structured ILead SEL lesson focused on self-awareness, empathy, and relationship skills. Strategy's Expected Result/Impact: Discipline will Decrease Staff Responsible for Monitoring: Campus Administrative Team Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 2: Student daily attendance will increase from 91.2 %to 95%.

HB3 Board Goal

Evaluation Data Sources: Focus Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Schoolwide expectations will be explicitly taught and reinforced using a 3-tier PBIS framework. Staff will recognize positive behavior through a consistent reward system (e.g., Mustang Bucks, shout-outs), and Tier 2 interventions (like behavior contracts or check-in/check-out) will be provided for students with repeated infractions. Strategy's Expected Result/Impact: Student discipline will decrease. Staff Responsible for Monitoring: Campus Administrative Team Title I: 2.51, 2.53 - TEA Priorities: Improve low-performing schools Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
Strategy 2: Each homeroom teacher will facilitate a 20-minute weekly SEL lessons that includes a structured ILead SEL lesson focused on self-awareness, empathy, and relationship skills. Strategy's Expected Result/Impact: Discipline will Decrease Staff Responsible for Monitoring: Campus Administrative Team Title I: 2.531 Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2026, the annual retention rate of teachers at Ireland Elementary will increase from 79% to 85 % as measured by end-of-year staffing data, through the implementation of targeted support, professional growth opportunities, and recognition programs.

HB3 Board Goal
Evaluation Data Sources: end of year staffing reports

Strategy 1 Details	Reviews			
Strategy 1: Adopt the Opportunity Culture framework to extend the reach of highly effective teachers through Multi-Classroom Leader (MCL) roles, team-based collaboration, and structured coaching cycles. Provide ongoing training for MCLs and ensure protected time for planning, feedback, and data-driven instruction to support teacher growth and satisfaction. Strategy's Expected Result/Impact: Teachers will feel supported Staff Responsible for Monitoring: Campus Administrative team Title I: 2.51, 2.52, 2.53, 2.534 Problem Statements: School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
				640
Strategy 2 Details	Reviews			
Strategy 2: Establish a formal recognition program that celebrates teacher achievements, innovative practices, and contributions to the school community. Include monthly appreciation events, peer-nominated awards, and opportunities for teachers to share successes at staff meetings. Strategy's Expected Result/Impact: School Culture will increase Staff Responsible for Monitoring: Campus Instructional Leadership Team Title I: 2.531 Problem Statements: School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 1: School Connectedness panorama data will increase from 53% to 57%.

HB3 Board Goal

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Each homeroom teacher will facilitate a 20-minute weekly SEL lessons that includes a structured ILead SEL lesson focused on self-awareness, empathy, and relationship skills. Strategy's Expected Result/Impact: Students experience stronger peer relationships, emotional support, and recognition of their contributions to the school culture. Staff Responsible for Monitoring: Campus Leadership Team, Team Leads Title I: 2.531 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Launch a "Mustang of the Month" program to recognize students who demonstrate positive character, kindness, leadership, and inclusivity. Strategy's Expected Result/Impact: Students will feel inspired to be a leader on our campus Staff Responsible for Monitoring: Campus Instructional Leadership Team, Team Leads Title I: 2.531 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2026, the school will develop and implement an annual parent/guardian engagement survey to measure perceptions of involvement in their child's learning and the school community, establishing baseline data to inform future engagement goals.

HB3 Board Goal
Evaluation Data Sources: Title 1 parent survey

Strategy 1 Details	Reviews			
Strategy 1: Host two Family Academic Nights focused on literacy, math, and social-emotional learning, where parents participate in interactive activities, receive take-home resources, and learn strategies to support learning at home. Strategy's Expected Result/Impact: Parents feel welcome on campus Staff Responsible for Monitoring: Campus Administration Title I: 2.51, 2.52, 2.53 Problem Statements: Family and Community Engagement 1 Funding Sources: Supplies for Family night - Title One School-wide - \$3,000	Formative			Summative
	Oct	Jan	Mar	May
				642
Strategy 2 Details	Reviews			
Strategy 2: Implement a consistent two-way communication system Class Dojo and Focus communication that includes both school-wide updates and personalized messages from teachers, ensuring parents have regular opportunities to share feedback and ask questions. Strategy's Expected Result/Impact: Parents will be informed of students progress Staff Responsible for Monitoring: Campus Administration Title I: 2.51, 2.52, 2.53 Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished ➔ Continue/Modify ✗ Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2026, the percentage of students in grades 3-5 who respond favorably on the Engagement domain of the Panorama Student Survey will increase from 43% to 53%.

HB3 Board Goal
Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement Social Contracts in grades 3-5, where students can share input on classroom activities, express opinions, and co-create classroom norms and incentives. Strategy's Expected Result/Impact: Students will have a sense of belonging Staff Responsible for Monitoring: Campus Leadership team Problem Statements: School Culture and Climate 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Each classroom will establish student job roles and leadership teams (e.g., classroom ambassadors, tech leads, recess leaders). Schoolwide, Avid Ambassadors will meet monthly to offer input on events, activities, and school climate. Strategy's Expected Result/Impact: Students will feel empowered at school. Staff Responsible for Monitoring: Campus Administrative team Problem Statements: School Culture and Climate 1	Formative			Summative
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No Progress Accomplished Continue/Modify Discontinue				

Ector County Independent School District

Lamar Early Education Center

2025-2026 Board Goals/Performance Objectives/Strategies



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Mission Statement

The mission of the Lamar Early Education Center is to provide a safe, nurturing, child-centered environment that fosters a love of learning in collaboration with parents and the community.

Vision

It is our vision at Lamar Early Education Center that all students will feel loved, respected, and encouraged to develop to their fullest potential.

Value Statement

- *We value the development of the whole child
- *We value a safe, supportive, and caring learning environment
- *We value respect, honesty and integrity
- *We value the pursuit of excellence

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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: 90% of Pre-K 4 students will be able to rote count to 30 on the EOY CLI assessment

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: CLI, District PK Report Card

Strategy 1 Details	Reviews			
Strategy 1: Counting activities will be included in Daily Calendar activities, Math Small Group Activities and Independent Learning Centers. Strategy's Expected Result/Impact: Students will count to 30 and beyond Staff Responsible for Monitoring: Teachers Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: All teachers will send home weekly "Homework" with counting strategies and activities for parents to help their children at home. Strategy's Expected Result/Impact: Parents will feel empowered to support their child's learning at home. Staff Responsible for Monitoring: Classroom Teachers Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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No Progress



Accomplished



Continue/Modify



Discontinue

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: Increase student performance between the CLI Wave 1 and Wave 3 to have 85% of students "On Track" in the Phonological Awareness domain.

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: CLI BOY and EOY data

Strategy 1 Details		Reviews			
Strategy 1: A focused review of students' performance on CLI Phonological Awareness will be conducted at the end of each Wave to determine needs in particular areas within the Phonological Awareness assessment. Strategy's Expected Result/Impact: Students will leave Prekindergarten with a strong Phonological Awareness foundation. Staff Responsible for Monitoring: Administrator Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments		Formative			Summative
		Oct	Jan	Mar	May
					649
Strategy 2 Details		Reviews			
Strategy 2: Teachers will informally assess students in the area of letter sound knowledge at the beginning of the year and then again each nine weeks to document growth. This will be done in the Lamar Shared Google Drive Strategy's Expected Result/Impact: Teachers will have access to more up to date data each nine weeks (in between the CLI time frames) Staff Responsible for Monitoring: Teachers		Formative			Summative
		Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize the phonological awareness activities, provided in the CLI portal, to supplement small group instruction. Strategy's Expected Result/Impact: Students will have access to high-quality phonological awareness activities in the small group setting. Staff Responsible for Monitoring: Teachers Title I: 2.51 - 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
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

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: Prekindergarten students will demonstrate age-appropriate scientific thinking skills showing they can: make predictions, test simple hypotheses, and communicate findings using pictures and words.

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: Teacher observations

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement high-quality Science Center activities and exploration opportunities into the instructional day. Strategy's Expected Result/Impact: Students will have opportunities to have hands-on science activities. Staff Responsible for Monitoring: Teachers Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Students will have opportunities to conduct simple Cause-and-Effect Experiments Strategy's Expected Result/Impact: Students will develop stronger critical thinking skills by learning to make educated guesses, test their ideas, and compare results to their predictions. Staff Responsible for Monitoring: Teachers Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Students lack opportunities , experiences, skills and materials to explore, investigate, play, create, pretend and make predictions within their environment and school day. **Root Cause:** Prekindergarten is the first school experience for our students.

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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 the End of Year CLI assessment administration, 70% of students will be on track in the Pre-Reading Skill of Letter-Sound Correspondence.

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, 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: CLI EOY Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will create flexible small groups based on Beginning of Year and Middle of Year CLI assessment data. Strategy's Expected Result/Impact: Students will receive high-quality small group activities focused on Letter-Sound Correspondence activities. Staff Responsible for Monitoring: Teachers Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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				653
Strategy 2 Details	Reviews			
Strategy 2: Teachers will send home weekly Homework activities that families can use to help students practice Letter-Sound Correspondence at home. Strategy's Expected Result/Impact: Parents will feel empowered to help their children with pre-reading activities at home. Staff Responsible for Monitoring: Teachers Title I: 2.51 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May



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 the End of Year CLI assessment administration, 40% of students will be on track in the Pre-Reading skill of Rhyming.

Indicators of Success:

Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%

Evaluation Data Sources: CLI End of Year Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will have access to research-based phonological awareness manipulatives and games to teach the skill of rhyming. Strategy's Expected Result/Impact: Students will have access to a variety of hands-on learning materials. Staff Responsible for Monitoring: Administrator Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				655
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use call-and-response rhyming chants for transitions throughout the day. Strategy's Expected Result/Impact: Students will hear rhyming patterns throughout the day. Staff Responsible for Monitoring: Classroom teachers Title I: 2.51 - 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
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Daily small group rhyming activities will be planned with intentionality. Strategy's Expected Result/Impact: Students will have high-quality small group instruction, with a rhyming focus. Staff Responsible for Monitoring: Administrator Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Teachers and Instructional Facilitators will have opportunity to attend high-quality professional development conferences at the campus or district level as well state conferences focused on Prekindergarten. Strategy's Expected Result/Impact: Teachers will feel empowered to think outside the box. Staff Responsible for Monitoring: Administrator Title I: 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 5: Effective Instruction Problem Statements: Demographics 1 - Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May
				656
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Lamar's average daily attendance rate of 90.7% lags far behind the state average and below the district goal of 95% attendance. Root Cause: Parents of Prekindergarten students do not always understand the importance of consistent daily attendance at Prekindergarten.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Prekindergarten professional learning is needed to ensure that all students leave Prekindergarten at Lamar, Kinder ready. Root Cause: There is a shortage of highly qualified, certified Prekindergarten teachers in ECISD.

Curriculum, Instruction, and Assessment

Problem Statement 1: Students lack opportunities , experiences, skills and materials to explore, investigate, play, create, pretend and make predictions within their environment and school day. Root Cause: Prekindergarten is the first school experience for our students.

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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: Lamar student attendance will increase from 90.7% to 92.5% by the end of the 2025-2026 school year.

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: Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Lamar will intentionally and strategically plan fun activities for students to participate in on Mondays and Fridays, when attendance is usually very low. Strategy's Expected Result/Impact: Students will want to come to school. Staff Responsible for Monitoring: Administrator Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May
				658
Strategy 2 Details	Reviews			
Strategy 2: Each child will have an "Important" classroom job to benefit the whole school family. Strategy's Expected Result/Impact: Students will feel the need to come to school so they can complete their job to contribute to the good of the School Family. Staff Responsible for Monitoring: Classroom Teacher	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Class with the highest weekly attendance will get to spin the "Wheel of Fun" to have a class-wide fun activity. Strategy's Expected Result/Impact: Students will want to come to school so they have a chance to spin the wheel of fun. Staff Responsible for Monitoring: Administrator Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Attendance incentives - Title One School-wide	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:
659

Demographics
Problem Statement 1: Lamar's average daily attendance rate of 90.7% lags far behind the state average and below the district goal of 95% attendance. Root Cause: Parents of Prekindergarten students do not always understand the importance of consistent daily attendance at Prekindergarten.

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: By the end of the year, 85% of PreK students will demonstrate age-appropriate social skills (sharing, taking turns, expressing needs appropriately) as measured by the CLI social-emotional assessment.

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: CLI Social Emotional Behaviors Data (BOY and EOY)

Strategy 1 Details	Reviews			
Strategy 1: Teachers, administrators will create school-wide routine books and visual expectations posters. Strategy's Expected Result/Impact: Students' SEL will be supported through age-appropriate visuals. Staff Responsible for Monitoring: Staff Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Ink, spiral binders and card stock to make books - Title One School-wide	Formative			Summative
	Oct	Jan	Mar	May
				660
Strategy 2 Details	Reviews			
Strategy 2: Teachers, assistants and administrators will receive coaching from a Certified Conscious Discipline trainer. Strategy's Expected Result/Impact: Staff will feel empowered to support students' SEL Staff Responsible for Monitoring: Administrator Title I: 2.51 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 Funding Sources: Conscious Discipline Coaching - Title One School-wide	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Guidance Apprentice will do weekly, developmentally-appropriate, play-based guidance lessons with students. Strategy's Expected Result/Impact: Students will be engaged in developmentally-appropriate guidance lessons. Staff Responsible for Monitoring: Guidance Apprentice Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Culture and Climate	661
Problem Statement 1: Developmentally appropriate social emotional learning strategies are not implemented with fidelity in every classroom. Root Cause: Though most staff have had Conscious Discipline training, there is still a difference in skill level and abilities to implement among all staff members.	

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: 80% of PreK families will attend at least one school event or conference per semester.

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: Sign In Sheets

Strategy 1 Details	Reviews			
Strategy 1: Lamar will offer "whole family" events where siblings are welcomed so parents do not have to worry about childcare issues during events. Strategy's Expected Result/Impact: Barriers to family involvement will be reduced. Staff Responsible for Monitoring: Administrator Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				662
Strategy 2 Details	Reviews			
Strategy 2: Family event invitations and flyers will be translated into home languages and bilingual staff will translate during events. Strategy's Expected Result/Impact: Parents will understand communication from the school. Staff Responsible for Monitoring: Administrator Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Lamar will design events where families can engage in activities with their children. Strategy's Expected Result/Impact: Families will engage in school-related events together. Staff Responsible for Monitoring: Administrator Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 1: By the end of the 2025-2026 school year, 2 out of 5 Instructional Facilitators will obtain Teacher Certification.

Evaluation Data Sources: Teacher Certification Record

Strategy 1 Details	Reviews			
Strategy 1: Instructional Facilitators will participate in a monthly Campus Instructional Facilitator Academy, to strengthen teaching practices. Strategy's Expected Result/Impact: Instructional Facilitators will gain new knowledge and skills to support instruction. Staff Responsible for Monitoring: Administrator Title I: 2.51 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 1 - Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
				664
Strategy 2 Details	Reviews			
Strategy 2: Instructional Facilitators will complete monthly report of progress made toward teacher certification. Strategy's Expected Result/Impact: Administrators will be aware of progress being made toward certification. Staff Responsible for Monitoring: Administrator Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Lamar's average daily attendance rate of 90.7% lags far behind the state average and below the district goal of 95% attendance. Root Cause: Parents of Prekindergarten students do not always understand the importance of consistent daily attendance at Prekindergarten.
Student Achievement
Problem Statement 1: High quality, developmentally appropriate instruction is not implemented with fidelity in every classroom. Root Cause: Because certified teachers are not available, Lamar has seven Instructional Facilitators. delivering instruction in the classroom.

Board Goal 4: Classroom Excellence

Performance Objective 2: Lamar student attendance will increase from 90.7% to 92.5% by the end of the 2025-2026 school year.

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: Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Lamar will intentionally and strategically plan fun activities for students to participate in on Mondays and Fridays, when attendance is usually very low. Strategy's Expected Result/Impact: Students will want to come to school. Staff Responsible for Monitoring: Administrator Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May
				666
Strategy 2 Details	Reviews			
Strategy 2: Each child will have an "Important" classroom job to benefit the whole school family. Strategy's Expected Result/Impact: Students will feel the need to come to school so they can complete their job to contribute to the good of the School Family. Staff Responsible for Monitoring: Classroom Teacher Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Class with the highest weekly attendance will get to spin the "Wheel of Fun" to have a class-wide fun activity. Strategy's Expected Result/Impact: Students will want to come to school so they have a chance to spin the wheel of fun. Staff Responsible for Monitoring: Administrator Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: Attendance incentives - Title One School-wide	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
  Accomplished
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  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Lamar's average daily attendance rate of 90.7% lags far behind the state average and below the district goal of 95% attendance. Root Cause: Parents of Prekindergarten students do not always understand the importance of consistent daily attendance at Prekindergarten.

Board Goal 4: Classroom Excellence

Performance Objective 3: By the end of the 2025-2026 school year, 90% of prekindergarten students will demonstrate age-appropriate self-regulation and positive behavior choices, as evidenced by a 75% reduction in major behavioral incidents requiring administrative intervention.

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: Administrative Log

Strategy 1 Details	Reviews			
Strategy 1: School-wide behavior expectations will be explicitly through modeling, practice, and role-play. Strategy's Expected Result/Impact: Students will understand expectations Staff Responsible for Monitoring: Classroom Teachers Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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				668
Strategy 2 Details	Reviews			
Strategy 2: Behavior visuals, showing what expectations look like in different settings (gym, library, music, playground, hallway) will be created for the entire school. Strategy's Expected Result/Impact: Expectations will be consistent throughout all areas of the school. Staff Responsible for Monitoring: Administrator Title I: 2.51, 2.531 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Each classroom teacher will create predictable daily schedules with visual supports and transition warnings. Strategy's Expected Result/Impact: Students will experience patterns and predictability Staff Responsible for Monitoring: Administrator Title I: 2.51, 2.531 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 1: 95% of Lamar students will demonstrate positive engagement behaviors (active participation, following routines, interacting with peers) as measured by weekly teacher and staff observations.

Evaluation Data Sources: Observations

Strategy 1 Details	Reviews			
Strategy 1: Each classroom will create clear visual boundaries to support students' abilities to follow routines. Strategy's Expected Result/Impact: Students will understand routines. Staff Responsible for Monitoring: Classroom teacher Title I: 2.531 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				670
Strategy 2 Details	Reviews			
Strategy 2: Daily interactive visual schedules and routine charts will be posted at child eye level throughout each classroom Strategy's Expected Result/Impact: Students will be provided visual supports. Staff Responsible for Monitoring: Teachers Title I: 2.531 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Each classroom teacher will rotate Independent Learning Center materials regularly to maintain high levels of student interest and engagement. Strategy's Expected Result/Impact: Students will experience a variety of materials in each center Staff Responsible for Monitoring: Classroom Teachers Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 2: 85% of families will report feeling welcomed and valued by school staff on annual Title 1 survey

Evaluation Data Sources: Campus survey

Strategy 1 Details	Reviews			
Strategy 1: Ensure that entrance area and foyer is clean and inviting. Strategy's Expected Result/Impact: Families will feel comfortable at the school. Staff Responsible for Monitoring: All school staff 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: Ensure that staff photo display is up-to-date. Strategy's Expected Result/Impact: Families will feel connected to staff. Staff Responsible for Monitoring: Secretary TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Staff members will be stationed at entrance locations during arrival/dismissal to greet families personally Strategy's Expected Result/Impact: Families and students will feel seen. Staff Responsible for Monitoring: Administrator Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: All staff members will be trained in customer service excellence-Greeting families warmly, making eye contact, providing kind, clear information and using welcoming body language. Strategy's Expected Result/Impact: Families will feel comfortable communicating with staff. Staff Responsible for Monitoring: Administrator Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Strategy 5 Details	Reviews			
Strategy 5: Child-friendly materials will be kept up-to-date, clean and inviting for young children waiting with parents in the foyer area. Strategy's Expected Result/Impact: Families with younger children will feel comfortable in the school while waiting. Staff Responsible for Monitoring: Administrator ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 3: Staff sense of belonging will increase from 80% to 90% as evidenced by end of year Staff Panorama survey.

Evaluation Data Sources: Panorama survey

Strategy 1 Details	Reviews			
Strategy 1: Provide welcome gift to all new employees at beginning of the school year. Strategy's Expected Result/Impact: New staff will feel welcome. Staff Responsible for Monitoring: Administrator ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Display staff photos in the "This is Us" showcase in foyer. Strategy's Expected Result/Impact: Staff feel seen. Staff Responsible for Monitoring: Secretary ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for staff to lead in areas of expertise or interest Strategy's Expected Result/Impact: Staff will feel empowered. Staff Responsible for Monitoring: Administrator ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District

Lee Buice Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



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Mission Statement

At Buice, we are committed to growing greatness by providing a safe, supportive and nurturing environment, and empowering every students to flourish academically, socially and emotionally. By fostering confidence, personal resppnsibility, and respect for others, we will ignite a passion for lifelong learning and cultivate independent, confident leaders.

Vision

Growing Greatness

Value Statement

At Buice, we are committed to growing greatness by providing a safe, supportive and nurturing environment, and empowering every students to flourish academically, socially and emotionally. By fostering confidence, personal resppnsibility, and respect for others, we will ignite a passion for lifelong learning and cultivate independent, confident leaders.

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Board Goals 4

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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. 15

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Board Goals

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

Performance Objective 1: By May 2026, the percentage of 3rd-5th grade students performing at Meets on the Math STAAR will increase from 24% (2025) to 35% (2026).

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: BOY and EOY MAP results, District Checkpoint data, iReadu diagnostics, Interrim STAAR results and 2026 STAAR data

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Strategy 1 Details	Reviews			
Strategy 1: In alignment with district initiatives and the ECISD-approved curriculum, teachers will participate in weekly 45-minute PLCs. These collaborative planning sessions will focus on reviewing student work and assessment data to analyze evidence of learning, identify misconceptions, and plan targeted instructional next steps. Strategy's Expected Result/Impact: Improve mastery of math concepts/ Staff Responsible for Monitoring: Teachers, teacher leads, and admin team Title I: 2.51, 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 Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: High impact targeted tutoring will be implemented during and after school to for Tier 2 support. Strategy's Expected Result/Impact: Improve mastery of math concepts Staff Responsible for Monitoring: Admin Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Achievement 1	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Campus will implement high yield math routines such as number talks, spiral review, and problem solving models that are vertically aligned as well as aggressive monitoring strategies to ensure mastery of content. Strategy's Expected Result/Impact: Improve mastery of math concepts Staff Responsible for Monitoring: Admin team, team leads Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
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Strategy 4 Details		Reviews			
Strategy 4: Implement a structured student progress system/use of data folders in grades 3-5 where students regularly set academic goals, participate in data conferences with teachers and parents to review progress, and engage in structured error analysis to identify misconceptions and develop targeted action plans for improvement. Strategy's Expected Result/Impact: Improve student self awareness and mastery of math concepts. Engage parents in the learning process. Staff Responsible for Monitoring: Teachers, team leads and admin Title I: 2.51, 2.52, 2.53, 2.531, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					
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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The needs of our ESL, highly mobile and eco dis students are not being met. Root Cause: Current systems and support structures are not adequately designed or equipped to meet the evolving needs of a highly mobile and frequently transitioning population
Student Achievement
Problem Statement 1: Students at Buice Elementary in grades 3-5 are performing below expectation in all academic areas as well as failing to meet adequate growth. Root Cause : Lack of quality Tier 1 instruction and instructional support
Curriculum, Instruction, and Assessment
Problem Statement 1: There is a lack of follow through when data shows that students are not reaching mastery. Root Cause: Standards are not being taught to mastery and the data driven instructional process is not being utilized with fidelity.

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

Performance Objective 2: By May of 2026, the percentage of students performing at MEETS or better on 3rd-5th grade reading will increase from 28% to 38% .

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: MAP, Checkpoint Data, iReady Diagnostics, STAAR Interim and STAAR

Strategy 1 Details	Reviews			
Strategy 1: In alignment with district initiatives and the ECISD-approved curriculum, teachers will participate in weekly 45-minute PLCs. These collaborative planning sessions will focus on reviewing student work and assessment data to analyze evidence of learning among all demographics identify misconceptions, and plan targeted instructional next steps. Strategy's Expected Result/Impact: Improve reading comprehension and writing skills Staff Responsible for Monitoring: Teachers, teacher leads, and admin team Title I: 2.51, 2.52, 2.531, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: High impact targeted tutoring will be implemented during and after school to for Tier 2 support. Strategy's Expected Result/Impact: Improve reading comprehension and mastery of RLA standards Staff Responsible for Monitoring: Admin team Title I: 2.51, 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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Campus will implement high yield comprehension and composition routines such as annotation of text and research-based writing strategies that are vertically aligned as well as aggressive monitoring strategies to ensure mastery of content. Strategy's Expected Result/Impact: Increased levels of comprehension and composition Staff Responsible for Monitoring: Teachers, teacher leads and admin team Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:
682

Demographics
Problem Statement 1: The needs of our ESL, highly mobile and eco dis students are not being met. Root Cause: Current systems and support structures are not adequately designed or equipped to meet the evolving needs of a highly mobile and frequently transitioning population

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 Meets or better on Science STAAR will increase from 8% to 20%

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: MAP, Checkpoint Data, STAAR and STAAR Intermim

Strategy 1 Details		Reviews			
Strategy 1: In alignment with district initiatives and the ECISD-approved curriculum, teachers will participate in weekly 45-minute PLCs. These collaborative planning sessions will focus on reviewing student work and assessment data to analyze evidence of learning, identify misconceptions, and plan targeted instructional next steps. Strategy's Expected Result/Impact: Improve Mastery of Science standards Staff Responsible for Monitoring: Science teachers, admin Title I: 2.51, 2.52 - 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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Strategy 2 Details		Reviews			
Strategy 2: Include a 2nd science position in 5th grade to allow for a focus on science instruction and inquiry based science practices. Strategy's Expected Result/Impact: Improve mastery of science comprehension and performance. Staff Responsible for Monitoring: Science teachers and admin Title I: 2.51, 2.52 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: 3rd-5th grade teachers will utilize district provided resources and inquiry based learning during science activities 40% (2 out of 5 days/week) of the time during the designated science block. Strategy's Expected Result/Impact: Improve mastery of science content and skills Staff Responsible for Monitoring: science teachers and admin Title I: 2.51, 2.52 - 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
 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 1: By May 2026, the percentage of 3rd students reading at or above grade level will increase from 31% to 40% by May of 2026 as measured by EOY to EOY MAP data.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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. 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: BOY and EOY MAP results, District Checkpoint data, Interrim STAAR results and 2026 STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: In alignment with district initiatives and the ECISD-approved curriculum, teachers will participate in weekly 45-minute PLCs. These collaborative planning sessions will focus on reviewing student work and assessment data to analyze evidence of learning, identify misconceptions, and plan targeted instructional next steps. Strategy's Expected Result/Impact: Improve reading comprehension for all students. Staff Responsible for Monitoring: teachers, teacher leads and admin team. Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy				

Strategy 2 Details		Reviews			
Strategy 2: Implement a structured student progress system/ use of data folders in grades K-3 where teachers and students regularly set academic goals, participate in data conferences with teachers and parents to review progress, and engage in structured error analysis to identify misconceptions and develop targeted action plans for improvement. Strategy's Expected Result/Impact: Improve reading comprehension for all students Staff Responsible for Monitoring: teachers, team leads and admin Title I: 2.51, 2.52, 2.53 - 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, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Practice and support targeted, small group instruction in grades K-3 utilizing district framework, iReady data and lessons. Strategy's Expected Result/Impact: Increase # of students reading at grade level in grades K-3. Staff Responsible for Monitoring: Teachers, admin and team leads. Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: Ensure the implementation of a comprehensive daily literacy program that includes a consistent 90-minute reading block combining whole-group and small-group instruction in phonics, vocabulary, fluency, and comprehension; targeted Tier 2/Tier 3 interventions based on frequent progress monitoring; explicit vocabulary and comprehension strategy instruction; and access to high-interest, leveled texts that reflect student interests and promote engagement. Strategy's Expected Result/Impact: Improve reading comprehension Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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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: K-2 teachers will utilize research-based phonic strategies and resources to provide high quality instruction of foundational skills.

Indicators of Success:

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers in grades K-5 will use iReady diagnostic data and iReady lessons to support small group instruction. Strategy's Expected Result/Impact: increase the number students reading on or above grade level by 3rd grade. Staff Responsible for Monitoring: admin team and lead teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				688
Strategy 2 Details	Reviews			
Strategy 2: Teachers in grades K-2 will use Saxon Phonics to provide high quality phonics instruction. Strategy's Expected Result/Impact: increase percentageof students reading on or above grade level.	Formative			Summative
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 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 1: School Connectedness as measured by the Student Panorama Survey will increase from 52% to 70%

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: Panorama Survey, Daily Attendance Rates

Strategy 1 Details	Reviews			
Strategy 1: Guidance lessons delivered by our counseling team will be included in the master schedule. Strategy's Expected Result/Impact: Increase the rate and exposure of guidance lessons for students. Staff Responsible for Monitoring: counselors and admin team Title I: 2.53, 2.531, 2.533 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Staff will recognize student growth or achievement using growth displays, competitions, rewards and celebrations, positive parent contacts, and student-led family conferences. Strategy's Expected Result/Impact: increased student confidence and motivation to continue to improve Staff Responsible for Monitoring: teachers, admin, counselors Title I: 2.53, 2.531, 2.533 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Utilize the iLead SEL curriculum a minimum of 30 minutes weekly in grades K-5 to reduce the number of discipline referrals and build positive peer to peer and peer to staff relationships. Strategy's Expected Result/Impact: Increase student connectedness as well as discipline infractions. Staff Responsible for Monitoring: Counseleors, teachers and Admin Title I: 2.531, 2.533 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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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: Increase use of AVID strategies and percentage of AVID trained staff.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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%, 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%, 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: Evidence of student work in AVID, AVID rubrics and AVID training logs

Strategy 1 Details	Reviews			
Strategy 1: Provide AVID support for grades 3-5 staff by incorporating 4 AVID specific trainings throughout the school year. Strategy's Expected Result/Impact: Increase staff awareness of AVID framework and benefits of utilizing AVID based strategies; build staff's capacity to utilize AVID effectively to increase student engagement and lead to deeper understanding of content. Staff Responsible for Monitoring: AVID coordinator, Counselors, teachers and admin Title I: 2.51, 2.52, 2.532 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Implement an AVID "strategy of the month" across all grade levels to with staff support and examples and have teachers post evidence of this strategy in their classrooms/lesson plans/or share electronically. Strategy's Expected Result/Impact: Increase student engagement, deeper understanding of content and opportunities for peer collaboration, Staff Responsible for Monitoring: AVID coordintator, counselors, teachers and admin Title I: 2.51, 2.52 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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No Progress



Accomplished



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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 3: Student daily attendance will improve from 93.6% 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: Average daily attendance rates

Strategy 1 Details	Reviews			
Strategy 1: Parents will be contacted daily regarding any unexcused absences a student may have by attendance clerks. Campus will utilize the COC for outreach and will follow district truancy prevention measures at each level. Strategy's Expected Result/Impact: Increase parental awareness of the importance of attendance, improve daily attendance and improve school connectedness. Staff Responsible for Monitoring: admin, counselors, teachers, attendance clerks and COC Title I: 2.53, 2.531 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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				693
Strategy 2 Details	Reviews			
Strategy 2: Encourage student attendance through incentives, celebrations and guidance services and daily individual tracking of attendance. Strategy's Expected Result/Impact: Increase student awareness of attendance and motivate students to strive for improved attendance. Staff Responsible for Monitoring: Teachers, attendance clerks, counselors, and admin. Title I: 2.531 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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No Progress



Accomplished



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Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2026, 100% of classrooms, grade 2-5 will implement AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies across all core subjects, based on classroom walkthrough data, lesson plans, and student work samples.

Evaluation Data Sources: walkthrough data, student work samples, lesson plans

Strategy 1 Details	Reviews			
Strategy 1: By September 30th, an AVID site team will be assembled and trained by AVID coordinators on implementations of AVID strategies in the classroom. Strategy's Expected Result/Impact: Increase awareness of AVID instructional strategies among teachers and use of AVID framework in the classroom. Staff Responsible for Monitoring: AVID coordinator, Admin and Counselors Title I: 2.51, 2.52, 2.532 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Beginning September 1st, teachers will be trained on an AVID strategy monthly, will incorporate into their lesson plans, will submit evidence to the AVID coordinator and display evidence in the classroom. Strategy's Expected Result/Impact: Increase awareness of AVID effectiveness, increased levels of student engagement and collaboration and deeper understanding of content. Staff Responsible for Monitoring: AVID Coordinator, counselors and Admin Title I: 2.51, 2.52, 2.532 - TEA Priorities: 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 5: Effective Instruction	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 2: Teacher retention rate will increase from 50% to 62% by May of 2026.

Evaluation Data Sources: TAPR report, HR staffing report

Strategy 1 Details	Reviews			
Strategy 1: Assemble a team of grade level leads to provide grade level team leadership and to facilitate staff voice in decisions and campus initiatives. Strategy's Expected Result/Impact: Improved staff retention rate and staff satisfaction. Staff Responsible for Monitoring: Principal Title I: 2.51, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals - 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: Recognize teacher contributions, progresses and successes through celebrations, public acknowledgement, and other recognition strategies. Strategy's Expected Result/Impact: Improve teacher satisfaction and retention Staff Responsible for Monitoring: Admin, counselors and grade level leads. Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Incorporate monthly team building activities, collaborative decision making opportunities and wellness initiatives for staff to strengthen staff morale. Strategy's Expected Result/Impact: Build a sense of community and belonging for staff members. Staff Responsible for Monitoring: Admin, counselors, teacher leads Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Board Goal 4: Classroom Excellence

Performance Objective 3: By May of 2026, teacher satisfaction with school climate will increase from 30% to 65%

Evaluation Data Sources: Panorama data, teacher retention rates, student growth and achievement

Strategy 1 Details	Reviews			
Strategy 1: Campus will implement the Emergent Tree Framework based on the Emergent Tree implementation plan Strategy's Expected Result/Impact: Strengthen campus wide routines and procedures and create pathways for teachers to provide positive behavior interventions. Staff Responsible for Monitoring: Admin, Emergent tree team, and counselors. Title I: 2.52, 2.531 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Incorporate monthly team building activities, collaborative decision making opportunities and wellness initiatives for staff to strengthen staff morale.	Formative			Summative
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Board Goal 5: Culture of Excellence

Performance Objective 1: By May of 2026, teacher satisfaction with Feedback and Coaching will increase from 36% to 55%.

Strategy 1 Details	Reviews			
Strategy 1: Administrators will utilize a schedule to ensure walkthroughs for every classroom occur weekly and deliver feedback within 24 hours of classroom observations and engage in coaching conversations with teachers as needed. Strategy's Expected Result/Impact: Improved student outcomes and teacher performance; increased satisfaction with feedback and coaching Staff Responsible for Monitoring: Admin team Title I: 2.51, 2.52, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, 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 focused and calibrated walkthrough practices as an admin team so that feedback is consistent and aligned to needs of the campus. Strategy's Expected Result/Impact: Build effective practices and routines in classrooms across the campus. Staff Responsible for Monitoring: Admin team Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1	Formative			Summative
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Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: Teacher perception of school climate and leadership have affected instructional integrity and resulted in a significant decline in academic achievement and student growth. **Root Cause:** Teachers feel a lack of connectedness and trust within the school community and are less able to foster a positive, engaging and inclusive environment for students.

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Board Goal 5: Culture of Excellence

Performance Objective 2: Improve student perception of School Climate from 42% favorable to 60% favorable.

Strategy 1 Details	Reviews			
Strategy 1: Campus will implement the Emergent Tree Framework based on the Emergent Tree implementation plan. Strategy's Expected Result/Impact: Strengthen campus wide routines and procedures and create pathways for teachers to provide positive behavior interventions. Staff Responsible for Monitoring: Admin, Emergent Tree team and counselors Title I: 2.51, 2.533 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Culture and Climate 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Provide monthly guidance lessons to all grade levels based on master schedule and guidance curriculum. Strategy's Expected Result/Impact: improve student/peer relations and provide students with SEL skills Staff Responsible for Monitoring: Admin and counselors Title I: 2.53, 2.533	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Increases opportunities for students to engage in leadership opportunities, such as classroom and campus jobs and Bison Ambassadors. Strategy's Expected Result/Impact: Develop leadership skills in students and foster a sense of value and purpose. Staff Responsible for Monitoring: Counselors and teachers Title I: 2.53, 2.533 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Performance Objective 2 Problem Statements:

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Demographics
Problem Statement 1: The needs of our ESL, highly mobile and eco dis students are not being met. Root Cause: Current systems and support structures are not adequately designed or equipped to meet the evolving needs of a highly mobile and frequently transitioning population
School Culture and Climate
Problem Statement 1: Teacher perception of school climate and leadership have affected instructional integrity and resulted in a significant decline in academic achievement and student growth. Root Cause: Teachers feel a lack of connectedness and trust within the school community and are less able to foster a positive, engaging and inclusive environment for students.

Board Goal 5: Culture of Excellence

Performance Objective 3: Continue to analyze and revise school-wide systems to promote a culture of academic and personal excellence through rigorous instruction, student engagement, and high expectations across all grade levels.

Evaluation Data Sources: Panorama survey results, academic growth measured by STAAR and other assessments

Strategy 1 Details	Reviews			
Strategy 1: Campus will implement the Emergent Tree Framework based on the Emergent Tree implementation plan. Strategy's Expected Result/Impact: Strengthen campus wide routines and procedures and create pathways for teachers to provide positive behavior interventions. Staff Responsible for Monitoring: Admin, Emergent Tree team and counselors Title I: 2.51, 2.53, 2.533	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Continue to build effective, campus wide routines and procedures by providing staff training, practice clinics and modeling. Strategy's Expected Result/Impact: Protect instructional time Staff Responsible for Monitoring: teachers, admin and counselors Title I: 2.53, 2.533 - TEA Priorities: Improve low-performing schools				703
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Board Goal 5: Culture of Excellence

Performance Objective 4: Increase student perception of and actual engagement from 39% to 55% as measured by Panorama Survey.

Evaluation Data Sources: AVID and administrative walkthroughs, Panorama Survey results and student growth measures.

Strategy 1 Details	Reviews			
Strategy 1: Implement use of iLead curriculum for a minimum of 30 minutes per week. Strategy's Expected Result/Impact: Improve students' SE well being Title I: 2.531 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Use AVID WICOR strategies to increase engagement of students and opportunities for deeper understanding of curriculum. Strategy's Expected Result/Impact: Improve student engagement and sense of responsibility for learning. Title I: 2.51 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Implement a structured student progress system/ use of data folders in grades K-5 where teachers and students regularly set academic goals, participate in data conferences with teachers and parents to review progress, and engage in structured error analysis to identify misconceptions and develop targeted action plans for improvement. Strategy's Expected Result/Impact: Show growth in all content, build confidence and promote student accountability for their own learning. Staff Responsible for Monitoring: Teachers, admin team Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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Ector County Independent School District

Lyndon B. Johnson Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



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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.

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Board Goals 4

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Board Goals

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

Performance Objective 1: By May 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%

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

Strategy 1 Details	Reviews			
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. 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. 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, 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: 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. 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. 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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Strategy 3 Details	Reviews			
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. Strategy's Expected Result/Impact: Consistent utilization of Mindplay Reading will result in one years worth of growth in reading. Staff Responsible for Monitoring: Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal Title I: 2.51, 2.52, 2.53 Funding Sources: Mindplay Studio - Title One School- Improvement - \$6,000	Formative			Summative
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Strategy 4 Details	Reviews			
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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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. 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. 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, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2				

Strategy 2 Details		Reviews			
Strategy 2: Implement small-group differentiated instruction based on ongoing formative assessments to target specific skill gaps and accelerate learning. 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. Staff Responsible for Monitoring: Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal 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 3 Details		Reviews			
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. 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. Staff Responsible for Monitoring: Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal Title I: 2.534 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
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Strategy 4 Details		Reviews			
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. 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. 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, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
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Performance Objective 2 Problem Statements:

Student Achievement
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. 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.
Curriculum, Instruction, and Assessment
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.

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.

715

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			
	Formative			Summative
	Oct	Jan	Mar	May
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				716

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
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
		Oct	Jan	Mar	May
 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 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			
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. 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. 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, 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
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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. 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. Staff Responsible for Monitoring: Department Level Leads, MCL, MRTs, Assistant Principal, Principal Title I: 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	Formative			Summative
	Oct	Jan	Mar	May
 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, 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
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
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
	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 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.

722

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. 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. 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: 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 Funding Sources: AVID Planners - Title One Instructional Continuity - \$1,576.62				

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
	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: 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
	Oct	Jan	Mar	May
				724
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
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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			
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
	Oct	Jan	Mar	May
				725

Strategy 2 Details	Reviews			
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
	Oct	Jan	Mar	May
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
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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			
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
	Oct	Jan	Mar	May
				727
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
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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
	Oct	Jan	Mar	May
				728
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
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

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
	Oct	Jan	Mar	May
				729
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
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

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
	Oct	Jan	Mar	May
				731
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
	Oct	Jan	Mar	May

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
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District

Milam Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



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Mission Statement

The mission of Milam Elementary School is to cultivate successful and productive students who are collaborators, critical thinkers, problem solvers, risk takers, and scholars who understand the value of artistic expression and the arts. The school aims to foster emotionally mature individuals who are well-equipped to navigate a changing world.

Vision

Our vision is a community where all staff and scholars feel safe, supported, loved, respected, and encouraged to be lifelong learners who positively contribute to our world. They will take the wonderful elements of Milam with them everywhere they go!!

Value Statement

#ItsOURtimetoSHINE

Milam Core Values: Respect, Positivity, Integrity, Trustworthiness, Problem-Solver, Critical-Thinker, Creative-Mind, Perserverance, Leadership

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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. 21

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Board Goals

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

Performance Objective 1: By May 2026, the percentage of students achieving or exceeding their Math RIT growth goal in grades Kindergarten through 5th grade will increase from 59% to 70% on the NWEA MAP assessment.

HB3 Board Goal

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: District checkpoints, NWEA MAP administered for K-2 three times a year and 3-5 twice a year.

Strategy 1 Details	Reviews			
Strategy 1: Small group instruction, interventions, and tutoring will be offered in math. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students. Strategy's Expected Result/Impact: An increase in students achieving and/or exceeding their growth goal in Math. Staff Responsible for Monitoring: Grade-level teacher and the instructional leadership team. Title I: 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: After school tutoring stipend/pay - Local - \$3,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Differentiated weekly instruction through iReady Math (3-5) and My Math Academy (K-2). Students will complete a minimum of two lessons per week. Teachers and students will track the number of lessons completed each week. Strategy's Expected Result/Impact: Academic gaps in individual student needs will be addressed. High-performing students will grow academically. Staff Responsible for Monitoring: Classroom teachers and instructional leadership team. 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 Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Technology 1 Funding Sources: Learning platforms - iReady and My Math Academy - Local	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Campus-wide, teachers will provide personalized instruction in math in order to meet individualized needs and promote individual growth. Workstations and small groups will be targeted instruction based upon student academic standard needs. Utilizing blended learning furniture and district models for student ownership and choice of seating during workstations and small groups Strategy's Expected Result/Impact: Individual student growth in NWEA math MAP. Staff Responsible for Monitoring: Classroom teachers and instructional leadership team. 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 Funding Sources: Blended learning furniture, materials, etc. - State Blended Learning Grant	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Milam's at-risk population is not meeting state assessment standards with rigorous technology not consistently being leveraged across classrooms to enhance Tier I instruction. Root Cause: Inconsistent knowledge of TEKS implementation with blended learning.
Student Achievement
Problem Statement 1: In 24 -25, only 39% of third graders were performing on grade level for math. 49% of fourth graders were performing on grade level, and 48% of fifth graders were performing on grade level scoring meets on the math STAAR. Root Cause: There is not strong sense of understanding in how to effectively leverage technology to supplement Tier I instruction to successfully schedule targeted instructional time for enrichment and intervention.
Curriculum, Instruction, and Assessment
Problem Statement 1: In 24-25, only 37% of students met their projected growth goals in math on the NWEA MAP test. Root Cause: Lack concrete application leveraging blended learning strategies for students with intervention/enrichment needs.
Technology
Problem Statement 1: In 24-25, there was a lack of consistent technology usage across campus balancing hands on and technology in grades PK - 5th grade observed in classroom walkthroughs. Root Cause: Lack of understanding balanced approaches to intentional scheduling of student applications being balanced in hands on versus technology.

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, the percentage of 3rd through 5th grade students achieving or exceeding the "Meets Grade Level" performance category in STAAR math will increase from 46% to 58%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, 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: STAAR data

Strategy 1 Details	Reviews			
Strategy 1: During weekly professional learning communities, the Data-Driven Instruction protocol (DDI) will be followed to create Know and Show charts that identify the level of rigor and questioning in the daily lesson plans. Strategy's Expected Result/Impact: All teachers will be well prepared to deliver quality Tier 1 instruction and this will be observed in classroom walkthroughs. Staff Responsible for Monitoring: Classroom teachers, instructional coach, and instructional leadership team. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1, 2 - School Organization 1 - Technology 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use blended learning to differentiate learning during math. Strategy's Expected Result/Impact: Student individual diverse needs will be met. Staff Responsible for Monitoring: Classroom teachers and instructional leadership team. Title I: 2.51, 2.52, 2.53 Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics	
Problem Statement 1: Milam's at-risk population is not meeting state assessment standards with rigorous technology not consistently being leveraged across classrooms to enhance Tier I instruction. Root Cause: Inconsistent knowledge of TEKS implementation with blended learning.	
Student Achievement	
Problem Statement 1: In 24 -25, only 39% of third graders were performing on grade level for math. 49% of fourth graders were performing on grade level, and 48% of fifth graders were performing on grade level scoring meets on the math STAAR. Root Cause: There is not strong sense of understanding in how to effectively leverage technology to supplement Tier I instruction to successfully schedule targeted instructional time for enrichment and intervention.	
Problem Statement 2: In 24-25, only 29% of fifth grade students met grade level performance on the science STAAR scoring meets while only 13% mastered. Root Cause: Lack of opportunities for students to apply concrete learning and mastery of Tier I instruction.	
Curriculum, Instruction, and Assessment	
Problem Statement 1: In 24-25, only 37% of students met their projected growth goals in math on the NWEA MAP test. Root Cause: Lack concrete application leveraging blended learning strategies for students with intervention/enrichment needs.	
740	
School Organization	
Problem Statement 1: In 24-25, less than 50% of students in third and fourth grade did not meet grade level expectations on STAAR confirming that students are unable to comprehend on grade-level text. Root Cause: Lack of targeted instructional group knowledge to apply intentional support to students in reading.	
Technology	
Problem Statement 1: In 24-25, there was a lack of consistent technology usage across campus balancing hands on and technology in grades PK - 5th grade observed in classroom walkthroughs. Root Cause: Lack of understanding balanced approaches to intentional scheduling of student applications being balanced in hands on versus technology.	

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, the percentage of students achieving or exceeding their reading RIT growth goal in grades Kindergarten through 5th grade will increase from 52% to 72% on the NWEA MAP assessment.

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

Evaluation Data Sources: NWEA reading data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Differentiated instruction through Istation (bilingual classes) and IReady (monolingual and bilingual classes) will be used weekly. Students will complete a minimum of two lessons weekly, and teachers and students will track lesson completion data weekly. Strategy's Expected Result/Impact: Academic gaps in individual student needs will be addressed. High-performing students will grow academically. Staff Responsible for Monitoring: Classroom teachers and instructional leadership team. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Organization 1 - Technology 1				741

Strategy 2 Details	Reviews			
Strategy 2: Small group instruction, interventions, and tutoring will be offered in math. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students. Strategy's Expected Result/Impact: NWEA reading data. Staff Responsible for Monitoring: Instructional Leadership Team, Teachers, Dyslexia Teacher Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will use blended learning to differentiate learning during reading. Strategy's Expected Result/Impact: Students individual diverse needs will be met. Staff Responsible for Monitoring: Classroom teachers and instructional leadership team. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 2: In 24-25, only 55% of students met or exceeded their projected growth goal in reading on the NWEA MAP test. Root Cause: Lack of understanding blended learning implementation and meeting students' needs through leveraging technology for science of teaching reading applications.

School Organization

Problem Statement 1: In 24-25, less than 50% of students in third and fourth grade did not meet grade level expectations on STAAR confirming that students are unable to comprehend on grade-level text. **Root Cause:** Lack of targeted instructional group knowledge to apply intentional support to students in reading.

Technology

Problem Statement 1: In 24-25, there was a lack of consistent technology usage across campus balancing hands on and technology in grades PK - 5th grade observed in classroom walkthroughs. **Root Cause:** Lack of understanding balanced approaches to intentional scheduling of student applications being balanced in hands on versus technology.

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 4: By May 2026, 5th grade students achieving or exceeding the "Meets Grade Level" performance category in STAAR science will increase from 30% to 45%.

Indicators of Success:

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

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will ask at least two Costa's Level 3 questions daily that align with the TEKS, evident in their science lesson plans and weekly walkthroughs. Strategy's Expected Result/Impact: All science teachers will be well prepared to deliver quality Tier I instruction. Staff Responsible for Monitoring: Classroom teachers and instructional leadership team. 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 Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 3 - School Organization 1 - Technology 1	Formative			Summative
	Oct	Jan	Mar	May
				744
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use blended learning to differentiate learning during science lessons. Strategy's Expected Result/Impact: Student diverse needs will be met. Staff Responsible for Monitoring: Classroom teachers and instructional leadership team. 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 Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 3	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Teachers will have two PLCs weekly led by a member of the Milam instructional leadership team or district approved support member. Strategy's Expected Result/Impact: All teachers will analyze incoming students' data and BOY MAP scores, form small groups, and develop plans to individualize student instruction. Staff Responsible for Monitoring: Instructional Leadership team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 2 - Curriculum, Instruction, and Assessment 3 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

745

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Milam's at-risk population is not meeting state assessment standards with rigorous technology not consistently being leveraged across classrooms to enhance Tier I instruction. Root Cause: Inconsistent knowledge of TEKS implementation with blended learning.
Student Achievement
Problem Statement 2: In 24-25, only 29% of fifth grade students met grade level performance on the science STAAR scoring meets while only 13% mastered. Root Cause: Lack of opportunities for students to apply concrete learning and mastery of Tier I instruction.
Curriculum, Instruction, and Assessment
Problem Statement 3: In 24-25, only 30% of fifth grade students met grade level expectations on the science STAAR. Root Cause: Lack of conceptual application for 3rd-5th grade science TEKS across grade levels.
School Organization
Problem Statement 1: In 24-25, less than 50% of students in third and fourth grade did not meet grade level expectations on STAAR confirming that students are unable to comprehend on grade-level text. Root Cause: Lack of targeted instructional group knowledge to apply intentional support to students in reading.
Technology
Problem Statement 1: In 24-25, there was a lack of consistent technology usage across campus balancing hands on and technology in grades PK - 5th grade observed in classroom walkthroughs. Root Cause: Lack of understanding balanced approaches to intentional scheduling of student applications being balanced in hands on versus technology.

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 2025, the percentage of Kindergarten students who meet their projected growth on MAP English reading will increase from 68% to 78%.

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: NWEA data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will follow the C&I framework for reading and use high-quality instructional materials approved through C&I. Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, iReady, intervention time, MAP scores Staff Responsible for Monitoring: Classroom teachers and instructional leadership team. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
				746

Strategy 2 Details	Reviews			
Strategy 2: Kindergarten monolingual teachers will use Saxon phonics daily with fidelity. Bilingual teachers will use Estrellita daily with fidelity. Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple datapoints- classroom discussions, Istation, intervention time, MAP scores Staff Responsible for Monitoring: Classroom teachers and instructional leadership team. 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 Problem Statements: Curriculum, Instruction, and Assessment 2 - Technology 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: An instructional coach has been hired to plan and implement PLCs and coach kindergarten teachers. Strategy's Expected Result/Impact: Kindergarten teachers will receive coaching using the district protocol and high quality PLCs. Staff Responsible for Monitoring: Principal and Assistant Principal Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 1, 2 - Technology 1	Formative			Summative
	Oct	Jan	Mar	May ⁽⁴⁾
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Milam's at-risk population is not meeting state assessment standards with rigorous technology not consistently being leveraged across classrooms to enhance Tier I instruction. Root Cause: Inconsistent knowledge of TEKS implementation with blended learning.
School Culture and Climate
Problem Statement 1: In the 24-25 school year, only 57% of students felt a sense of self-efficacy according to the Panorama survey which is a 10% decrease from the previous year. Root Cause: There is a lack of student led data tracking and goal creating systems for students.

School Culture and Climate
Problem Statement 3: In 24-25 only 62% of staff felt as though professional learning was relatable to their role and professional growth according to the Panorama survey. Root Cause: Organization and tracking of differentiated professional learning at the campus level has not allowed for application of learning and feedback for improvement.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Beginning the 25-26 school year, 5 out of 27 teaching staff are not fully certified. Three teachers are DOI, one is an instructional facilitator, and one is a long term substitute. Root Cause: Systems are needed in place to develop and communicate pipelines for certification assistance.
Problem Statement 2: In 24-25, 68% of teachers felt positive connections to feedback and coaching from administration according to the Panorama survey. Root Cause: Lack of system for structured coaching cycles for all instructional staff to apply action steps once feedback has been given.
Curriculum, Instruction, and Assessment
Problem Statement 2: In 24-25, only 55% of students met or exceeded their projected growth goal in reading on the NWEA MAP test. Root Cause: Lack of understanding blended learning implementation and meeting students' needs through leveraging technology for science of teaching reading applications.
Family and Community Engagement
Problem Statement 1: In 24-25 only 59% of 3rd-5th grade students reported having a a sense of belonging according to the Panorama survey. Root Cause: A lack of consistent student data tracking and communication systems for parent communication.
Technology
Problem Statement 1: In 24-25, there was a lack of consistent technology usage across campus balancing hands on and technology in grades PK - 5th grade observed in classroom walkthroughs. Root Cause: Lack of understanding balanced approaches to intentional scheduling of student applications being balanced in hands on versus technology.

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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 2025, the percentage of first grade students who meet or exceed their projected growth on MAP reading will increase from 72% to 82%.

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: Teachers will follow the C&I framework for reading and use high-quality instructional materials approved through C&I.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will follow the C&I framework for reading and use high-quality instructional materials approved through C&I. Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple datapoints- classroom discussions, iReady, intervention time, MAP scores Staff Responsible for Monitoring: Classroom teachers and instructional leadership team. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1, 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2	Formative			Summative
	Oct	Jan	Mar	May
				749

Strategy 2 Details	Reviews			
Strategy 2: Monolingual teachers will use Saxon phonics daily with fidelity. Bilingual teachers will use Estrellita daily with fidelity. Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores. Staff Responsible for Monitoring: Classroom teachers and instructional leadership team. 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 Problem Statements: Curriculum, Instruction, and Assessment 2 - Technology 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue 750				

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: In the 24-25 school year, only 57% of students felt a sense of self-efficacy according to the Panorama survey which is a 10% decrease from the previous year. Root Cause: There is a lack of student led data tracking and goal creating systems for students.
Problem Statement 3: In 24-25 only 62% of staff felt as though professional learning was relatable to their role and professional growth according to the Panorama survey. Root Cause: Organization and tracking of differentiated professional learning at the campus level has not allowed for application of learning and feedback for improvement.
Staff Quality, Recruitment, and Retention
Problem Statement 2: In 24-25, 68% of teachers felt positive connections to feedback and coaching from administration according to the Panorama survey. Root Cause: Lack of system for structured coaching cycles for all instructional staff to apply action steps once feedback has been given.
Curriculum, Instruction, and Assessment
Problem Statement 2: In 24-25, only 55% of students met or exceeded their projected growth goal in reading on the NWEA MAP test. Root Cause: Lack of understanding blended learning implementation and meeting students' needs through leveraging technology for science of teaching reading applications.
Technology
Problem Statement 1: In 24-25, there was a lack of consistent technology usage across campus balancing hands on and technology in grades PK - 5th grade observed in classroom walkthroughs. Root Cause: Lack of understanding balanced approaches to intentional scheduling of student applications being balanced in hands on versus technology.

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

Performance Objective 3: By May 2025, the percentage of second grade students who meet or exceed their projected growth goal on MAP reading will increase from 73% to 83%.

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: NWEA data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will follow the C&I framework for reading and use high-quality instructional materials approved through C&I. Strategy's Expected Result/Impact: : Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, intervention time, MAP scores Staff Responsible for Monitoring: Classroom teacher and instructional leadership team. 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 Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
				751

Strategy 2 Details		Reviews			
Strategy 2: Monolingual and bilingual teachers will use Saxon phonics daily with fidelity. Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, intervention time, MAP scores Staff Responsible for Monitoring: Classroom teachers and instructional leadership team. 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 Problem Statements: Curriculum, Instruction, and Assessment 2 - Technology 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: In the 24-25 school year, only 57% of students felt a sense of self-efficacy according to the Panorama survey which is a 10% decrease from the previous year. Root Cause: There is a lack of student led data tracking and goal creating systems for students.
Curriculum, Instruction, and Assessment
Problem Statement 2: In 24-25, only 55% of students met or exceeded their projected growth goal in reading on the NWEA MAP test. Root Cause: Lack of understanding blended learning implementation and meeting students' needs through leveraging technology for science of teaching reading applications.
Family and Community Engagement
Problem Statement 1: In 24-25 only 59% of 3rd-5th grade students reported having a a sense of belonging according to the Panorama survey. Root Cause: A lack of consistent student data tracking and communication systems for parent communication.
School Organization
Problem Statement 1: In 24-25, less than 50% of students in third and fourth grade did not meet grade level expectations on STAAR confirming that students are unable to comprehend on grade-level text. Root Cause: Lack of targeted instructional group knowledge to apply intentional support to students in reading.
Technology
Problem Statement 1: In 24-25, there was a lack of consistent technology usage across campus balancing hands on and technology in grades PK - 5th grade observed in classroom walkthroughs. Root Cause: Lack of understanding balanced approaches to intentional scheduling of student applications being balanced in hands on versus technology.

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, student school connectedness will increase to at least 72% from 60%.

HB3 Board Goal

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: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Student of the month luncheon will take place monthly to promote student belonging and connectedness beginning in August. Strategy's Expected Result/Impact: Students will build character by practicing monthly character traits. Staff Responsible for Monitoring: Administration, counselor and teachers. Title I: 2.531 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1, 2 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
				753
Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize the SEL lessons provided by the district to support students social and emotional needs. Strategy's Expected Result/Impact: All adults and students Staff Responsible for Monitoring: Administration Title I: 2.531, 2.533, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Family and Community Engagement 1 Funding Sources: I Lead - Local	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: In the 24-25 school year, only 57% of students felt a sense of self-efficacy according to the Panorama survey which is a 10% decrease from the previous year. **Root Cause:** There is a lack of student led data tracking and goal creating systems for students.

Problem Statement 2: In 24-25 only 59% of students reported having a sense of connectedness according to the Panorama survey. **Root Cause:** Intentional time for students to connect with one another and build connections has not been integrated in the school day.

Family and Community Engagement

Problem Statement 1: In 24-25 only 59% of 3rd-5th grade students reported having a a sense of belonging according to the Panorama survey. **Root Cause:** A lack of consistent student data tracking and communication systems for parent communication.

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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: By May 2026, student panorama data for self-efficacy will increase from 57% to 70%.

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

Evaluation Data Sources: Panorama Data

Strategy 1 Details	Reviews			
Strategy 1: Milam will utilize morning assembly where the campus will come together first thing in the morning and will use morning affirmations to build self-esteem. Strategy's Expected Result/Impact: Students will have positive affirmations they can repeat to themselves when they are facing challenges in the classroom. Staff Responsible for Monitoring: Classroom teachers, supporting staff, and leadership. Title I: 2.531 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
				755
Strategy 2 Details	Reviews			
Strategy 2: Students will set SEL and academic goals for themselves. Students will reflect on their goals and track their progress towards meeting them. Strategy's Expected Result/Impact: Students will learn how to set short-term and long-term goals and determine the steps needed to reach those goals. Students will gain confidence. Staff Responsible for Monitoring: Classroom teachers, counselor, and leadership. Title I: 2.53, 2.531 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 1: In the 24-25 school year, only 57% of students felt a sense of self-efficacy according to the Panorama survey which is a 10% decrease from the previous year. **Root Cause:** There is a lack of student led data tracking and goal creating systems for students.

Family and Community Engagement

Problem Statement 1: In 24-25 only 59% of 3rd-5th grade students reported having a a sense of belonging according to the Panorama survey. **Root Cause:** A lack of consistent student data tracking and communication systems for parent communication.

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Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2026, an AVID Site Team committee, comprised of various teachers, will collaborate to align the work of AVID and Blended Learning within the classroom.

HB3 Board Goal

Evaluation Data Sources: AVID Coaching and Certification Instrument

Strategy 1 Details	Reviews			
Strategy 1: Ensure all new teaching staff are trained in AVID implementation utilizing district AVID support. Strategy's Expected Result/Impact: Implementation and understanding of AVID strategies. Staff Responsible for Monitoring: Administrators, teachers, AVID Site team Title I: 2.532, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 2 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
				757
Strategy 2 Details	Reviews			
Strategy 2: Teachers will incorporate WICOR strategies within their lessons and across content. Strategy's Expected Result/Impact: Rigorous and equitable instruction. Staff Responsible for Monitoring: AVID Site team, teachers, administrators. Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - School Culture and Climate 1 - School Organization 1 - Technology 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Milam's at-risk population is not meeting state assessment standards with rigorous technology not consistently being leveraged across classrooms to enhance Tier I instruction. Root Cause: Inconsistent knowledge of TEKS implementation with blended learning.
School Culture and Climate
Problem Statement 1: In the 24-25 school year, only 57% of students felt a sense of self-efficacy according to the Panorama survey which is a 10% decrease from the previous year. Root Cause: There is a lack of student led data tracking and goal creating systems for students.
Problem Statement 3: In 24-25 only 62% of staff felt as though professional learning was relatable to their role and professional growth according to the Panorama survey. Root Cause: Organization and tracking of differentiated professional learning at the campus level has not allowed for application of learning and feedback for improvement.
Staff Quality, Recruitment, and Retention
Problem Statement 2: In 24-25, 68% of teachers felt positive connections to feedback and coaching from administration according to the Panorama survey. Root Cause: Lack of system for structured coaching cycles for all instructional staff to apply action steps once feedback has been given.
Family and Community Engagement
Problem Statement 1: In 24-25 only 59% of 3rd-5th grade students reported having a a sense of belonging according to the Panorama survey. Root Cause: A lack of consistent student data tracking and communication systems for parent communication. 758
School Organization
Problem Statement 1: In 24-25, less than 50% of students in third and fourth grade did not meet grade level expectations on STAAR confirming that students are unable to comprehend on grade-level text. Root Cause: Lack of targeted instructional group knowledge to apply intentional support to students in reading.
Technology
Problem Statement 1: In 24-25, there was a lack of consistent technology usage across campus balancing hands on and technology in grades PK - 5th grade observed in classroom walkthroughs. Root Cause: Lack of understanding balanced approaches to intentional scheduling of student applications being balanced in hands on versus technology.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2026, all students and staff will be sorted into Houses utilizing the Ron Clark Academy House System in which students will engage in student led house meetings to have student voices heard.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: All students and staff will be sorted into houses by September 2025. Strategy's Expected Result/Impact: All students will have a connect space of students in which they belong. Staff Responsible for Monitoring: Leadership Team Title I: 2.531 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
				759
Strategy 2 Details	Reviews			
Strategy 2: Student and staff house meetings with planned agendas surrounding the campus improvement plan goals will begin no later than October 2025. Strategy's Expected Result/Impact: Student and staff show growth in voice, belonging, and connectedness. Staff Responsible for Monitoring: Leadership Team Title I: 2.52, 2.53, 2.531 Problem Statements: School Culture and Climate 1, 2, 3 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 1: In the 24-25 school year, only 57% of students felt a sense of self-efficacy according to the Panorama survey which is a 10% decrease from the previous year. **Root Cause:** There is a lack of student led data tracking and goal creating systems for students.

Problem Statement 2: In 24-25 only 59% of students reported having a sense of connectedness according to the Panorama survey. **Root Cause:** Intentional time for students to connect with one another and build connections has not been integrated in the school day.

Problem Statement 3: In 24-25 only 62% of staff felt as though professional learning was relatable to their role and professional growth according to the Panorama survey. **Root Cause:** Organization and tracking of differentiated professional learning at the campus level has not allowed for application of learning and feedback for improvement.

Family and Community Engagement

Problem Statement 1: In 24-25 only 59% of 3rd-5th grade students reported having a a sense of belonging according to the Panorama survey. **Root Cause:** A lack of consistent student data tracking and communication systems for parent communication.

760

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2026, student daily attendance will increase to 98% from 96%.

Evaluation Data Sources: Monthly attendance dashboard

Strategy 1 Details	Reviews			
Strategy 1: Classroom teachers will contact parents at three absences a month. Strategy's Expected Result/Impact: Parent Connections and increased student attendance. Staff Responsible for Monitoring: Classroom Teachers and Administration Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 2	Formative			Summative
	Oct	Jan	Mar	May
				761
Strategy 2 Details	Reviews			
Strategy 2: Milam will utilizing parent contact through the use of attendance growth plans for two way parent communication once students reach eight absences. Strategy's Expected Result/Impact: Improved student attendance Staff Responsible for Monitoring: Administration Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 2	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

School Culture and Climate

Problem Statement 2: In 24-25 only 59% of students reported having a sense of connectedness according to the Panorama survey. **Root Cause:** Intentional time for students to connect with one another and build connections has not been integrated in the school day.

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Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2026, the staff professional learning will increase to at least 72% on the Panorama survey.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Formation of various campus committees to develop teamwork and teacher voice in campus decisions through the use of the Ron Clark Academy House System. Strategy's Expected Result/Impact: Improved moral and campus culture. Staff Responsible for Monitoring: Administration, teachers, staff, and committees. Title I: 2.52, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 2	Formative			Summative
	Oct	Jan	Mar	May
				763
Strategy 2 Details	Reviews			
Strategy 2: Milam will provide more opportunities at Milam for staff to be more familiar with each other and understand each others individual needs (especially support needs), and the best way for each staff member to receive feedback. Through Title I funds and/or local funds, teachers and administration will attend research based training to build individual teacher pedagogy that will be brought back to the campus and shared campus wide to build pipelines within the school and increase professional growth. Strategy's Expected Result/Impact: Teachers and staff will have increased knowledge and increased sense of appropriate professional learning. Staff Responsible for Monitoring: All teaching staff and administration. Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 2 Funding Sources: Professional Development - Local - \$1,000	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 3: In 24-25 only 62% of staff felt as though professional learning was relatable to their role and professional growth according to the Panorama survey. **Root Cause:** Organization and tracking of differentiated professional learning at the campus level has not allowed for application of learning and feedback for improvement.

Staff Quality, Recruitment, and Retention

Problem Statement 2: In 24-25, 68% of teachers felt positive connections to feedback and coaching from administration according to the Panorama survey. **Root Cause:** Lack of system for structured coaching cycles for all instructional staff to apply action steps once feedback has been given.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May of 2026, Milam will be fully staffed with high quality teaching staff that are certified and/or working towards their certification.

Evaluation Data Sources: Teacher certification, staffing, and retention

Strategy 1 Details	Reviews			
Strategy 1: All staff will participate in goal setting meetings with the campus instructional team to create two goals, one being a professional development goal. If teaching staff is not certified, administration will support that teacher utilizing district resources. Strategy's Expected Result/Impact: Teachers will reach professional learning goals through action steps achieved throughout the year. Staff Responsible for Monitoring: Staff and Instructional Leadership Team Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Staff Quality, Recruitment, and Retention 1, 2	Formative			Summative
	Oct	Jan	Mar	May
				765
Strategy 2 Details	Reviews			
Strategy 2: Milam will continue engaging in community recruiting practices. Strategy's Expected Result/Impact: Highly qualified staff in all teaching positions. Staff Responsible for Monitoring: Administration Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Beginning the 25-26 school year, 5 out of 27 teaching staff are not fully certified. Three teachers are DOI, one is an instructional facilitator, and one is a long term substitute. Root Cause: Systems are needed in place to develop and communicate pipelines for certification assistance. Problem Statement 2: In 24-25, 68% of teachers felt positive connections to feedback and coaching from administration according to the Panorama survey. Root Cause: Lack of system for structured coaching cycles for all instructional staff to apply action steps once feedback has been given.

Ector County Independent School District

Murry Fly Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



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Mission Statement

Murry Fly Mission Statement

With a commitment to excellence, Murry Fly's mission is to provide powerful teaching and learning opportunities combined with high expectations, guiding all learners to achieve their full potential.

Vision

Murry Fly Vision Statement

Our vision is to be the academic leader in our community by encouraging students to become self-motivated learners and guiding them to reach their full potential through academic rigor. We are committed to involving parents in their child's lifelong learning journey and to providing a safe, nurturing environment supported by active engagement from community stakeholders.

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Board Goals

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

Performance Objective 1: By May of 2026, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 39 % to 55%.

Indicators of Success:

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

Evaluation Data Sources: 2026 STAAR ASSESSMENT

Strategy 1 Details	Reviews			
Strategy 1: Murry Fly Math Teachers will incorporate ST Math and iReady into their daily Math block to build Math fluency and ensure student growth. Strategy's Expected Result/Impact: Teachers will be equipped to provide scaffolded instruction aligned to state standards and modeled after STAAR. Staff Responsible for Monitoring: Teachers, MCLs, Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in ECISD PLC Cycles lead by the MCLs and Lead Teachers including Internalizing Instruction, Refinement, Checkpoints, and Data Analysis. Strategy's Expected Result/Impact: Collaboration among teachers during PLCs supports the ongoing refinement of content, increases instructional rigor, and enhances data analysis. This process enables educators to respond promptly to students' needs. Staff Responsible for Monitoring: Teachers, MCLs, Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Opportunity Culture, Lead Teachers - Title One School-wide - \$98,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Students who did not approach or meet their STAAR assessment will receive targeted intervention using district intervention resources for 45 minutes each day, 4 days a week. Strategy's Expected Result/Impact: This focused intervention will address specific skill gaps identified through formative and summative data, ensuring personalized support to accelerate academic progress and help students meet grade-level expectations. Staff Responsible for Monitoring: Teachers, MCLs, Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Fifth grade did not increase their STAAR Meets performance at 50%, but instead dropped from 39% to 32%. Root Cause: Instructional practices lacked sufficient rigor and failed to actively engage students in meaningful learning experiences, resulting in reduced academic achievement and limited student motivation.
Curriculum, Instruction, and Assessment
Problem Statement 1: Murry Fly did not improve on the percentage of meets on the STAAR 5th grade Reading and Math assessments. Root Cause: Teachers were not provided the necessary tools to deliver effective Tier 1 instruction as well as targeted small group instruction. There was lack of support from the MCLs and lack of accountability on the behalf of the leadership team.

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

Performance Objective 2: By May of 2026, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 37% to 48%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: 2026 STAAR ASSESSMENT

Strategy 1 Details	Reviews			
Strategy 1: Murry Fly teachers will use the district's Reading Framework for Tier 1 instruction. Strategy's Expected Result/Impact: All students will receive grade level rigorous instruction. Staff Responsible for Monitoring: Teachers, MCLs, Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in ECISD PLC Cycles lead by the MCLs and Lead Teachers including Internalizing Instruction, Refinement, Checkpoints, and Data Analysis. Strategy's Expected Result/Impact: Collaboration among teachers during PLCs supports the ongoing refinement of content, increases instructional rigor, and enhances data analysis. This process enables educators to respond promptly to students' needs. Staff Responsible for Monitoring: Teachers, MCLs, Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Students who did not approach or meet their STAAR assessment will receive targeted intervention using district intervention resources for 45 minutes each day, 4 days a week. Strategy's Expected Result/Impact: This focused intervention will address specific skill gaps identified through formative and summative data, ensuring personalized support to accelerate academic progress and help students meet grade-level expectations. Staff Responsible for Monitoring: Teachers, MCLs, Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Fifth grade did not increase their STAAR Meets performance at 50%, but instead dropped from 39% to 32%. Root Cause: Instructional practices lacked sufficient rigor and failed to actively engage students in meaningful learning experiences, resulting in reduced academic achievement and limited student motivation.
Curriculum, Instruction, and Assessment
Problem Statement 1: Murry Fly did not improve on the percentage of meets on the STAAR 5th grade Reading and Math assessments. Root Cause: Teachers were not provided the necessary tools to deliver effective Tier 1 instruction as well as targeted small group instruction. There was lack of support from the MCLs and lack of accountability on the behalf of the leadership team.

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 15% to 30%.

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

Evaluation Data Sources: 2026 STAAR ASSESSMENT

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Murry Fly will participate in professional learning provided by the school district using the Science adoption and Science Cut Ups, following the scope and sequence to ensure student growth. Strategy's Expected Result/Impact: Teachers will be equipped to provide effective Tier 1 instruction aligned to state standards. Staff Responsible for Monitoring: Teachers, MCLs, Administrators Title I: 2.52, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, 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 - Results Driven Accountability				776

Strategy 2 Details		Reviews			
Strategy 2: Teachers will participate in ECISD PLC Cycles lead by the MCLs and Lead Teachers including Internalizing Instruction, Refinement, Checkpoints, and Data Analysis. Strategy's Expected Result/Impact: Collaboration among teachers during PLCs supports the ongoing refinement of content, increases instructional rigor, and enhances data analysis. This process enables educators to respond promptly to students' needs. Staff Responsible for Monitoring: Teachers, MCLs, Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					777

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Fifth grade did not increase their STAAR Meets performance at 50%, but instead dropped from 39% to 32%. Root Cause: Instructional practices lacked sufficient rigor and failed to actively engage students in meaningful learning experiences, resulting in reduced academic achievement and limited student motivation.
Curriculum, Instruction, and Assessment
Problem Statement 1: Murry Fly did not improve on the percentage of meets on the STAAR 5th grade Reading and Math assessments. Root Cause: Teachers were not provided the necessary tools to deliver effective Tier 1 instruction as well as targeted small group instruction. There was lack of support from the MCLs and lack of accountability on the behalf of the leadership team.

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

Performance Objective 1: The percentage of students K-2 achieving or exceeding their READING RIT goal will increase from 47% to 57%.

HB3 Board Goal

Indicators of Success:

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%

Evaluation Data Sources: EOY READING MAP ASSESSMENT

Strategy 1 Details	Reviews			
Strategy 1: Murry Fly teachers will use the district's Reading Framework for Tier 1 instruction. Strategy's Expected Result/Impact: All students will engage in rigorous, grade-level instruction. Staff Responsible for Monitoring: Teachers, MCLs, Administrators Title I: 2.51, 2.52 - 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 - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
				778
Strategy 2 Details	Reviews			
Strategy 2: All K-3 students will complete their recommended time on i-Ready. Strategy's Expected Result/Impact: Students will reinforce their learning through individualized lessons and activities. Staff Responsible for Monitoring: Teachers, MCLs, Administrators 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 - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May



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: The % K-2 students will show growth from 32 % to 55% on their READING MAP ASSESSMENT.

HB3 Board Goal

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: EOY READING MAP ASSESSMENT

Strategy 1 Details	Reviews			
Strategy 1: Murry Fly's Title I aides will provide support to students with additional individualized instruction. Strategy's Expected Result/Impact: Instructional aides will support the delivery of targeted instruction to a greater number of students. Staff Responsible for Monitoring: Teachers, MCLs, Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Results Driven Accountability Funding Sources: Instructional Aides - Title One School-wide - \$132,000	Formative			Summative
	Oct	Jan	Mar	May
				780

Strategy 2 Details		Reviews			
Strategy 2: Teachers will participate in ECISD PLC Cycles lead by the MCLs and Lead Teachers including Internalizing Instruction, Refinement, Checkpoints, and Data Analysis. Strategy's Expected Result/Impact: Collaboration among teachers during PLCs supports the ongoing refinement of content, increases instructional rigor, and enhances data analysis. This process enables educators to respond promptly to students' needs. Staff Responsible for Monitoring: Teachers, MCLs , Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue 781					

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

Performance Objective 3: The % of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 28% to 40%.

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: 3RD GRADE STAAR READING ASSESSMENT

Strategy 1 Details		Reviews			
Strategy 1: Teachers will participate in ECISD PLC Cycles lead by the MCLs and Lead Teachers including Internalizing Instruction, Refinement, Checkpoints, and Data Analysis. Strategy's Expected Result/Impact: Collaboration among teachers during PLCs supports the ongoing refinement of content, increases instructional rigor, and enhances data analysis. This process enables educators to respond promptly to students' needs. Staff Responsible for Monitoring: Teachers, MCLs , Administrators Title I: 2.51, 2.52, 2.53 - 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 - Results Driven Accountability		Formative			Summative
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					782

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use iReady lessons and resources for targeted instruction. Strategy's Expected Result/Impact: Students will receive scaffolded instruction modeled after STAAR, addressing specific student needs. Staff Responsible for Monitoring: Teachers, MCLs, Administrators Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Students who did not approach or meet their STAAR assessment will receive targeted intervention using district intervention resources for 45 minutes each day, 4 days a week. Strategy's Expected Result/Impact: This focused intervention will address specific skill gaps identified through formative and summative data, ensuring personalized support to accelerate academic progress and help students meet grade-level expectations. Staff Responsible for Monitoring: Teachers, MCLs, Administrators 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 - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Fifth grade did not increase their STAAR Meets performance at 50%, but instead dropped from 39% to 32%. Root Cause: Instructional practices lacked sufficient rigor and failed to actively engage students in meaningful learning experiences, resulting in reduced academic achievement and limited student motivation.

Curriculum, Instruction, and Assessment

Problem Statement 1: Murry Fly did not improve on the percentage of meets on the STAAR 5th grade Reading and Math assessments. **Root Cause:** Teachers were not provided the necessary tools to deliver effective Tier 1 instruction as well as targeted small group instruction. There was lack of support from the MCLs and lack of accountability on the behalf of the leadership team.

784

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: School-wide Panorama data in the area of student School Connectedness will increase from 98% to 100%.

Indicators of Success:

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

Evaluation Data Sources: PANORAMA SURVEY

Strategy 1 Details		Reviews			
Strategy 1: Each classroom teacher will incorporate weekly SEL using i-Lead. Our school counselor will also provide Guidance Lessons monthly for every classroom. Strategy's Expected Result/Impact: Students will participate in discussions and activities that will help them feel cared for by teachers and peers. Staff Responsible for Monitoring: Teachers, Counselors, Administrators Title I: 2.531 - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	May
					785
Strategy 2 Details		Reviews			
Strategy 2: Murry Fly will house a full time social worker from Communities in Schools focusing on working with at risk students and their families. Strategy's Expected Result/Impact: Attendance, SEL and academic issues addressed. Staff Responsible for Monitoring: Administrators, CIS Title I: 2.531 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		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 91% by May 2029.

Performance Objective 2: Student daily attendance will increase from 93.2% 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: DAILY ATTENDANCE REPORTS

Strategy 1 Details	Reviews			
Strategy 1: The attendance clerk will generate weekly and monthly attendance reports and contact parents of students with chronic absences. In alignment with the truancy policy, the school will make and document contact at 3, 5, 7, and 10 absences. Strategy's Expected Result/Impact: Parents will be educated on the significance of regular student attendance and its direct impact on academic achievement. Staff Responsible for Monitoring: Attendance Clerk, Teachers, Counselor, Administrators TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May
				786
Strategy 2 Details	Reviews			
Strategy 2: Murry Fly will host monthly attendance celebrations, recognizing one class per grade level with the highest attendance. Strategy's Expected Result/Impact: Monthly attendance celebrations will promote consistent student attendance, resulting in improved overall attendance rates and increased student engagement across all grade levels. Staff Responsible for Monitoring: Classroom teachers, Counselors, Administrators, Communities in Schools TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Attendance only increased from 92.6% to 93.2 % in 2024-2025. **Root Cause:** Contracts were not issued to enough students with a pattern of excessive absences from previous years. Attendance monitoring and early interventions were not conducted consistently. The campus will require an attendance lead.

787

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: Exclusionary disciplinary infractions will decrease from 2% to 0%.

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: PEIMS discipline reports.

Strategy 1 Details	Reviews			
Strategy 1: Use restorative practices to address student behavior in a positive way, by consistently using CHAMPS to create a positive and respectful school environment.. Strategy's Expected Result/Impact: Staff will help students talk through conflicts rather than escalating using referrals that result in using suspensions or removals from class. This will help keep students in school and learning. Staff Responsible for Monitoring: Teachers, Administrators Title I: 2.533 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				788
Strategy 2 Details	Reviews			
Strategy 2: Counselors will meet regularly with students to teach social skills, manage emotions, and build positive relationships. This support will help prevent behavior problems before they happen. Strategy's Expected Result/Impact: This support will help reduce behavior issues by addressing them early. Staff Responsible for Monitoring: Teachers, Counselors, Administrators Title I: 2.531 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 1: The campus will improve the implementation of TEKS-based, rigorous, and relevant curriculum supported by high-quality instructional strategies to 80% for all subjects district-wide by May 2026.

Evaluation Data Sources: Learning walk documentation, STAAR, Checkpoint Data, District Benchmark, NWEA Map

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in ECISD PLC Cycles lead by the MCLs and Lead Teachers including Internalizing Instruction, Refinement, Checkpoints, and Data Analysis. Strategy's Expected Result/Impact: Collaboration among teachers during PLCs supports the ongoing refinement of content, increases instructional rigor, and enhances data analysis. This process enables educators to respond promptly to students' needs. Staff Responsible for Monitoring: Teachers, MCLs, Administrators Title I Title I: 2.51, 2.52, 2.53 - 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	Formative			Summative
	Oct	Jan	Mar	May
				789
Strategy 2 Details	Reviews			
Strategy 2: Students who did not approach or meet their STAAR assessment will receive targeted intervention using district intervention resources for 45 minutes each day, 4 days a week. Strategy's Expected Result/Impact: This focused intervention will address specific skill gaps identified through formative and summative data, ensuring personalized support to accelerate academic progress and help students meet grade-level expectations. Staff Responsible for Monitoring: Teachers, Administrators 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 - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: The number of Opportunity Culture completed coaching cycles for all MCLs will increase from 41% to 95% by May 2026.

Evaluation Data Sources: Observational Coaching Data tracking tool in Schoolmint Grow

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in ECISD PLC Cycles lead by the MCLs and Lead Teachers including Internalizing Instruction, Refinement, Checkpoints, and Data Analysis. Strategy's Expected Result/Impact: Collaboration among teachers during PLCs supports the ongoing refinement of content, increases instructional rigor, and enhances data analysis. This process enables educators to respond promptly to students' needs. Staff Responsible for Monitoring: Teachers, MCLs, Administrators Title I: 2.51, 2.52, 2.53 - 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 - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
				791
Strategy 2 Details	Reviews			
Strategy 2: MCLs will be supported by Reach Associates or Teacher Residents who will cover their classes, allowing MCLs time to coach and support teachers through observations, modeling, and planning. Strategy's Expected Result/Impact: MCLs will have increased capacity to coach and support teachers consistently. This will lead to improved instructional practices and stronger student outcomes across classrooms. Staff Responsible for Monitoring: Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Funding Sources: Reach Associates - Title One School-wide - \$66,000	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 3: Increase percentage of Certified teachers in ECISD Classrooms, from 92% to 100% June 2026.

Evaluation Data Sources: District/Human Capital SQL Reports,

Strategy 1 Details	Reviews			
Strategy 1: Incorporate individualized plans and communications with our current non certified instructional staff, including District of Innovation (DOI) Non-certified Teachers and Instructional Facilitators (Instructional Facilitators) to ensure information, accountability, and support in obtaining their teaching certification. Strategy's Expected Result/Impact: Communication, Support, and accountability to help non-certified instructional staff work towards certification. Staff Responsible for Monitoring: Campus Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May
				793
Strategy 2 Details	Reviews			
Strategy 2: Murry Fly will actively recruit certified teachers. Strategy's Expected Result/Impact: Certified teachers are better equipped to support student learning and meet curriculum standards. Staff Responsible for Monitoring: Campus Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: Murry Fly Elementary is supported by two instructional facilitators, rising student enrollment has led to increasing class sizes, placing greater demands on instructional support and classroom management. **Root Cause:** Increased class sizes, combined with insufficient staffing support, have limited the ability of teachers to deliver consistent, high-quality Tier 1 instruction, resulting in reduced instructional effectiveness and unmet student needs in the general education setting.

Board Goal 5: Culture of Excellence

Performance Objective 1: Murry Fly will decrease percent of irregularities related to MAP testing in 2025-2026 to 0 by May 2026.

Evaluation Data Sources: Campus testing irregularity reports.

Strategy 1 Details	Reviews			
Strategy 1: Campus Testing Coordinators will receive regular training to ensure they are fully prepared to implement all testing procedures accurately, efficiently, and in compliance with district and state guidelines. Strategy's Expected Result/Impact: Training will result in fewer testing irregularities and increased reliability of student assessment data. Staff Responsible for Monitoring: Campus Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May
				795
Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive regular training to ensure they are fully prepared to implement all testing procedures accurately, efficiently, and in compliance with district and state guidelines. Strategy's Expected Result/Impact: Training will result in fewer testing irregularities and increased reliability of student assessment data. Staff Responsible for Monitoring: Campus Testing Coordinators, Campus Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 2: Murry Fly will provide a safe and supportive environment by May 25/26.

Evaluation Data Sources: Legal Essentials Checklists, Safe Schools completion, Staff Sign-in Sheets

Strategy 1 Details	Reviews			
Strategy 1: The campus will create a safe and supportive environment by implementing clear behavior expectations, promoting positive relationships, and providing social-emotional learning opportunities for all students. Strategy's Expected Result/Impact: Lead to improved student behavior, stronger relationships between students and staff, and increased student engagement and academic success. Staff Responsible for Monitoring: Teachers, Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				796
Strategy 2 Details	Reviews			
Strategy 2: Staff will be trained to respond to student needs with consistency and care using effective PBIS strategies. Strategy's Expected Result/Impact: Lead to improved student behavior, stronger relationships between students and staff, and increased student engagement and academic success. Staff Responsible for Monitoring: Teachers, Administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 3: Murry Fly will implement a school-wide system that promotes a culture of academic and personal excellence through rigorous instruction, student engagement, and high expectations across all subjects Pre-K/12.

Evaluation Data Sources: STAAR, NWEA Map, checkpoint data, District Benchmarks, TIA Assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers will deliver effective, rigorous, Tier One instruction by planning rigorous, standards-aligned lessons that engage all learners. Strategy's Expected Result/Impact: Ensure all students are challenged and supported in meeting grade-level expectations, leading to student growth and achievement as measured by state and district assessments. Staff Responsible for Monitoring: Admin, MCLs Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				797
Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive ongoing professional development and instructional coaching that will support them in using high-impact strategies. Strategy's Expected Result/Impact: Effective professional development and coaching ensures students receive effective instruction leading to student growth and achievement as measured through state and district assessments. Staff Responsible for Monitoring: Teachers, MCLs and Administrators Title I: 2.51, 2.52, 2.53 - 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	Formative			Summative
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Ector County Independent School District

New Tech Odessa High School

2025-2026 Board Goals/Performance Objectives/Strategies



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Board Goals

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Performance Objective 1: By May 2026, the percentage of students achieving or exceeding their READING RIT goal will increase from 58% to 61%.

HB3 Board Goal

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: NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: Implement a student data tracking system for students to foster ownership and goal setting. Strategy's Expected Result/Impact: Increase in percentage of students meeting or exceeding individual growth on EOY MAP Reading RIT Staff Responsible for Monitoring: Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: NTO will track data progress throughout the BOY, MOY, and EOY MAP Reading scores to show improvement. Strategy's Expected Result/Impact: Increase in MAP Reading RIT in each MAP administration Staff Responsible for Monitoring: Teachers, Administration ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

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, the percentage of students achieving or exceeding their MATH RIT goal will increase from 53% to 58%.

HB3 Board Goal

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: NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: Implement a student data tracking system for students to foster ownership and goal setting. Strategy's Expected Result/Impact: Increase in percentage of students meeting or exceeding individual growth on EOY MAP MATH RIT. Staff Responsible for Monitoring: Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May
				802
Strategy 2 Details	Reviews			
Strategy 2: NTO will track data progress throughout the BOY, MOY, and EOY MAP Math scores to show improvement. Strategy's Expected Result/Impact: Increase in MAP Math RTI scores in each MAP administration Staff Responsible for Monitoring: Teachers, Administration ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 students performing at the MEETS level on Algebra 1 EOC will increase from 50% to 60%.

HB3 Board Goal

Indicators of Success:
Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: STAAR EOC, Interim STAAR

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional leadership review and disaggregate data to track and monitor the progress of all students and provide teachers with feedback. Strategy's Expected Result/Impact: Improvement in Tier 1 instruction Staff Responsible for Monitoring: Principal, Dean of Students ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				803
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use data driven instruction planning process, individually and in PLCs, to analyze data and identify trends in student misconceptions and plan for reteach. Strategy's Expected Result/Impact: Increase student performance on Algebra 1 STAAR EOC Staff Responsible for Monitoring: Teachers ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 4: By May of 2026, the percentage of students performing at the MEETS level on English 1 EOC will increase from 81% to 85%.

HB3 Board Goal

Indicators of Success:
English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Evaluation Data Sources: STAAR EOC, Interim STAAR

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional leadership review and disaggregate data to track and monitor the progress of all students and provide teachers with feedback. Strategy's Expected Result/Impact: Improvement in Tier 1 instruction Staff Responsible for Monitoring: Principal, Dean of Students ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				804
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use data driven instruction planning process, individually and in PLCs, to analyze data and identify trends in student misconceptions and plan for reteach. Strategy's Expected Result/Impact: Increase student performance on English 1 EOC. Staff Responsible for Monitoring: Teachers ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 5: By May of 2026, the percentage of students performing at the MEETS level on English 2 EOC will increase from 79% to 82%.

Evaluation Data Sources: STAAR EOC, Interim STAAR

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional leadership review and disaggregate data to track and monitor the progress of all students and provide teachers with feedback. Strategy's Expected Result/Impact: Improvement in Tier 1 instruction Staff Responsible for Monitoring: Principal, Dean of Students ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use data driven instruction planning process, individually and in PLCs, to analyze data and identify trends in student misconceptions and plan for reteach. Strategy's Expected Result/Impact: Increase student performance on English 2 EOC. Staff Responsible for Monitoring: Teachers ESF Levers: Lever 5: Effective Instruction				805
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

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 6: By May of 2026, the percentage of students performing at the MEETS level on Biology EOC will increase from 85% to 88%.

Evaluation Data Sources: STAAR EOC, Interim STAAR

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional leadership review and disaggregate data to track and monitor the progress of all students and provide teachers with feedback. Strategy's Expected Result/Impact: Improvement in Tier 1 instruction Staff Responsible for Monitoring: Principal, Dean of Students ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use data driven instruction planning process, individually and in PLCs, to analyze data and identify trends in student misconceptions and plan for reteach. Strategy's Expected Result/Impact: Increase student performance on Biology EOC. Staff Responsible for Monitoring: Teachers ESF Levers: Lever 5: Effective Instruction				806
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

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 7: By May of 2026, the percentage of students performing at the MEETS level on US History EOC will increase from 89% to 92%.

Evaluation Data Sources: STAAR EOC, Benchmark

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional leadership review and disaggregate data to track and monitor the progress of all students and provide teachers with feedback. Strategy's Expected Result/Impact: Improvement in Tier 1 instruction Staff Responsible for Monitoring: Principal, Dean of Students ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use data driven instruction planning process, individually and in PLCs, to analyze data and identify trends in student misconceptions and plan for reteach. Strategy's Expected Result/Impact: Increase student performance on US History EOC. Staff Responsible for Monitoring: Teachers ESF Levers: Lever 5: Effective Instruction				807
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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.

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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: By May of 2026, the percentage of student daily attendance will increase from 95.8% to 97%.

Indicators of Success:

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

Evaluation Data Sources: District Attendance Dashboard, Weekly Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Track and analyze attendance data weekly to address individual student attendance. Strategy's Expected Result/Impact: Increase campus attendance percentage through individual students. Staff Responsible for Monitoring: Attendance clerk, Principal, Dean of Students, Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				809
Strategy 2 Details	Reviews			
Strategy 2: Attendance clerk will contact parent/guardian when student is absent without a reason. Strategy's Expected Result/Impact: Increase student attendance. Staff Responsible for Monitoring: Attendance clerk, Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	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: By May of 2026, the percentage of Seniors meeting CCMR will be maintained at 100%.

HB3 Board Goal

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: District Reports, On Data Suite

Strategy 1 Details	Reviews			
Strategy 1: Counselor and Administration will disaggregate data to identify students who have not met CCMR accountability. Strategy's Expected Result/Impact: Increase the campus CCMR accountability. Staff Responsible for Monitoring: Counselor, Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May
				810
Strategy 2 Details	Reviews			
Strategy 2: Counselor will meet with students to create a plan to ensure students are in correct courses or registered for SAT/TSIA assessments. Strategy's Expected Result/Impact: Increase campus CCMR accountability Staff Responsible for Monitoring: Counselor, Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	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 3: By May of 2026, NTO will maintain low student discipline infractions / discipline referrals (10 or less) for the school year.

Evaluation Data Sources: PEIMS Discipline Report, Focus Discipline Report

Strategy 1 Details	Reviews			
Strategy 1: NTO will set clear expectations and reinforce campus expectations through culture days. Strategy's Expected Result/Impact: Decrease in the number of referrals. Staff Responsible for Monitoring: Teachers, Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: NTO will set clear expectations and reinforce expectations in classrooms. Strategy's Expected Result/Impact: Decrease in the number of referrals. Staff Responsible for Monitoring: Teachers, Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 1: By May of 2026, 90% of NTO Facilitators will conduct one campus learning walk per month.

Strategy 1 Details	Reviews			
Strategy 1: NTO Administration will create a learning walk tracker. Strategy's Expected Result/Impact: Increase teaching and student learning. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: NTO Facilitators will utilize the District Look-Fors and provide a glow and a grow. Strategy's Expected Result/Impact: Increase in teaching best practices. Staff Responsible for Monitoring: Facilitators ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 2: By May of 2026, 100% of NTO Facilitators will have completed at least one project-based learning project or three problem-based learning problems.

Strategy 1 Details	Reviews			
Strategy 1: Administration will create a progress tracker for facilitators. Strategy's Expected Result/Impact: Ensure facilitators meet the campus requirements. Staff Responsible for Monitoring: Administration ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Facilitators and administrators will provided targeted PBL/PrBL training. Strategy's Expected Result/Impact: Increase in project planning and quality. Staff Responsible for Monitoring: Facilitators, Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 1: By May of 2026, the percentage of student school connectedness will increase from 49% to 52%.

HB3 Board Goal
Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: NTO will proactively build relationships and enhance communication with students and families through multiple forms, such as informational meetings, open house, Focus Communication, NTO's website, social media, and parent meetings. Strategy's Expected Result/Impact: An increase of 3% in student connectedness as measured in the Panorama surveys. Staff Responsible for Monitoring: Principal, Dean of Students, Facilitators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				814
Strategy 2 Details	Reviews			
Strategy 2: Administration will meet with Student Council once a month to facilitate and gather input for school events and culture Strategy's Expected Result/Impact: An increase of 3% in student connectedness as measured in the Panorama surveys. Staff Responsible for Monitoring: Principal, Dean of Students, Facilitators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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No Progress Accomplished Continue/Modify Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 2: By May of 2026, the percentage of student sense of belonging will increase from 49% to 52%.

HB3 Board Goal
Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement and facilitate iLead in classrooms. Strategy's Expected Result/Impact: Increase mental health and well being Staff Responsible for Monitoring: Teachers, Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: NTO administration will meet once a month with facilitators to provide input about student experience on campus. Strategy's Expected Result/Impact: Increase sense of belonging and school pride Staff Responsible for Monitoring: Teachers, Administration ESF Levers: Lever 3: Positive School Culture				815
	Formative			Summative
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Ector County Independent School District

Nimitz Middle School

2025-2026 Board Goals/Performance Objectives/Strategies

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Board Goals

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

Performance Objective 1: By May 2026, the percentage of students achieving or exceeding their READING RIT goal will increase from 68% to 74%

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 2025-2026 EOY

Strategy 1 Details	Reviews			
Strategy 1: Use MAP Growth data to identify students not on track to meet their RIT goals and provide consistent, differentiated small group instruction during intervention/enrichment blocks. Strategy's Expected Result/Impact: 74% of students will meet or exceed Reading RIT scores Staff Responsible for Monitoring: Admin, MCL, IC, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Enhance Professional Learning Communities (PLCs) to include regular MAP RIT goal monitoring, instructional planning tied to student needs, and progress checks. Strategy's Expected Result/Impact: 74% of students will meet or exceed Reading RIT scores Staff Responsible for Monitoring: MCLs, Admin, Teachers 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
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

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 achieving or exceeding their math RIT goal will increase from 36% to 42%

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: EOY MAP

Strategy 1 Details	Reviews			
Strategy 1: Use MAP Growth data to identify students not on track to meet their RIT goals and provide consistent, differentiated small group instruction during intervention/enrichment blocks. Strategy's Expected Result/Impact: 42% of students will meet or exceed Math RIT scores Staff Responsible for Monitoring: Admin Team, MCL, Math Specialist, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				820
Strategy 2 Details	Reviews			
Strategy 2: Enhance Professional Learning Communities (PLCs) to include regular MAP RIT goal monitoring, instructional planning tied to student needs, and progress checks. Strategy's Expected Result/Impact: 42% of students will meet or exceed Math RIT scores Staff Responsible for Monitoring: Admin Team, MCL, Math Specialist, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 students performing at the meets level on the Algebra I EOC will increase from 72.4% to 79% as measured by STAAR.

Indicators of Success:
English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: 2026 STAAR EOC Score

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use district checkpoints to assess student's achievement level and track growth as they work towards meeting masters performance objective. Teacher's will use PLCs to unpack standards and disaggregate data to further assess student's learning level and adjust lessons accordingly with reteach. Strategy's Expected Result/Impact: Increase Meets from 72.4% to 79% Staff Responsible for Monitoring: Alg. 1 Teacher, Admin, TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				821
Strategy 2 Details	Reviews			
Strategy 2: Focus Tier 1 instruction on high-leverage, readiness TEKS that are most frequently tested and carry the most weight on the Algebra I EOC. 8th grade Algebra students will receive additional tutoring and intervention through IXL math and have access to tutoring before and after school. Strategy's Expected Result/Impact: Increase in the number of students meeting grade level on the Alg. 1 EOC Staff Responsible for Monitoring: Alg 1 Teacher, Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 4: By May of 2026, the percentage of students performing at the Meets level on the 6th -8th grade Math STAAR will increase from 20% to 26%.

Indicators of Success:

Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%

Evaluation Data Sources: Checkpoints, BOYMAP, STAAR Interim, STAAR Test

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize data to assess student achievement and will disaggregate checkpoints, BOY MAP, and interim data to track students' growth. Strategy's Expected Result/Impact: Increase in 7th grade meets performance measured by the 2026 STAAR Staff Responsible for Monitoring: MCL, Teachers, Admin Team Title I: 2.534, 2.535 - 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
	Oct	Jan	Mar	May
				822
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use district checkpoints to assess student's achievement level and track growth as they work towards meeting meets performance objective. Teacher's will use PLCs to unpack standards and disaggregate data to further assess students' learning level and adjust lessons accordingly with reteach Strategy's Expected Result/Impact: Increase in 7th grade meets performance to 20% Staff Responsible for Monitoring: MCL, Teachers, Admin Team 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
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Through support of Region 18, curriculum, Department head, implementation of the PLC process, observations within classrooms, and coaching sessions to improve curriculum and teacher content knowledge of MathTEKS/standards. Strategy's Expected Result/Impact: Increase of students who MEET on the STAAR test Staff Responsible for Monitoring: Admin DC Teachers Title I: 2.535 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

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 5: By May of 2026, the percentage of students performing at the Meets level on 6th-8th Reading STAAR will increase from 48% to 54%

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: Checkpoints, STAAR Interim, STAAR 2026

Strategy 1 Details		Reviews			
Strategy 1: Using I-Ready data, BOY MAP data, and district checkpoint assessments teachers will use district checkpoints to assess student's achievement level and track growth as they work towards meeting meets performance objective. Teacher's will use PLCs to unpack standards and disaggregate data to further assess students learning level and adjust lessons accordingly with reteach Strategy's Expected Result/Impact: Increase in 7th grade meets performance to 20% Staff Responsible for Monitoring: Teachers, Admin Team TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
					824
Strategy 2 Details		Reviews			
Strategy 2: Teachers will use district checkpoints to assess student's achievement level and track growth as they work towards meeting meets performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly with reteach. Strategy's Expected Result/Impact: Increase in 7th grade meets performance to 20% Staff Responsible for Monitoring: Teachers, Admin Team TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
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No Progress



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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 6: Students overall achievement at meets or above on 8th grade SCIENCE STAAR will increase from 43% to 50% by the end of May 2026.

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%

Evaluation Data Sources: STAAR Science, Checkpoints

Strategy 1 Details		Reviews			
Strategy 1: Using BOY MAP data, and district checkpoint assessments teachers will use district checkpoints to assess student's achievement level and track growth as they work towards meeting meets performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly with reteach Strategy's Expected Result/Impact: Student achievement will increase to 50% on Meets STAAR Staff Responsible for Monitoring: Teachers, MCL, Admin TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
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					826
Strategy 2 Details		Reviews			
Strategy 2: Teachers will use district checkpoints and teacher-created tests to assess student's achievement level and track growth as they work towards meeting meets performance objective. Teacher's will use PLCs to disaggregate data to further assess student's learning level and adjust lessons accordingly with reteach Strategy's Expected Result/Impact: Student achievement will increase to 50% on Meets STAAR Staff Responsible for Monitoring: Teachers, MCL, Admin Title I: 2.51, 2.534 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Title 1 Funds Region 18 - State Comp Ed		Formative			Summative
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No Progress



Accomplished



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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 7: Students overall achievement at meets or above on 8th grade SOCIAL STUDIES STAAR will increase from 10% to 20% by the end of May 2026.

Indicators of Success:

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

Evaluation Data Sources: Social Studies STAAR

Strategy 1 Details	Reviews			
Strategy 1: Through support of Region 18, curriculum, Department head, implementation of the PLC process, observations within classrooms, and coaching sessions to improve curriculum and teacher content knowledge of SS TEKS/standards. Strategy's Expected Result/Impact: Increase teacher efficiency and content knowledge leading to growth in the area of MEETS as measured by the STAAR Staff Responsible for Monitoring: Teachers, Admin Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				828
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use district checkpoints to assess student's achievement level and track growth as they work towards meeting meets performance objective. Teacher's will use PLCs to disaggregate data to further assess student's learning level and adjust lessons accordingly with reteach Strategy's Expected Result/Impact: Increase teacher efficiency and content knowledge leading to growth in the area of MEETS as measured by the STAAR Staff Responsible for Monitoring: Teachers, Admin Title I: 2.51 - TEA Priorities: Improve low-performing schools Funding Sources: Title 1 Funds Region 18 - State Comp Ed	Formative			Summative
	Oct	Jan	Mar	May



No Progress



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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.

830

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, Nimitz will increase student awareness and engagement in college, career, and military readiness activities through the implementation of monthly CCMR-focused lessons, career exploration events, and student self-assessments, as measured by pre- and post-program surveys and participation tracking.

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%,
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: AVID evidence, increase in students taking Honors level curriculum, increase across all contents and grades students performing at meets level.

Strategy 1 Details	Reviews			
Strategy 1: Nimitz AVID site team will meet monthly and will communicate AVID goals to teams and teachers, and will collect AVID evidence of the implementation of WICOR from all content area classrooms. Strategy's Expected Result/Impact: Increase CCMR awareness and build student knowledge Staff Responsible for Monitoring: Admin, ACID Teacher Title I: 2.535 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May
				831
Strategy 2 Details	Reviews			
Strategy 2: Nimitz will hold a CCMR fair campus-wide in the Spring to increase student awareness and exposure to college, career, and military readiness opportunities through an engaging and informative campus-wide fair. Strategy's Expected Result/Impact: Increases awareness of college, career, and/or military options after attending the fair Staff Responsible for Monitoring: Admin, AVID, CIS Title I: 2.535 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



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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: By May of 2026, student attendance will increase from 92% to 94%.

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

Evaluation Data Sources: Attendance Rates

Strategy 1 Details	Reviews			
Strategy 1: Nimitz will follow the tiered intervention for students with Chronic absenteeism by documenting calls home in Eduphoria. Teachers, Counselors, AP's, and Principal will call home and document in Eduphoria. Strategy's Expected Result/Impact: Decrease in chronic absenteeism Staff Responsible for Monitoring: Admin Team ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May
				833
Strategy 2 Details	Reviews			
Strategy 2: Nimitz will have attendance wars and the grade level with attendance at or above 94% will win a prize Strategy's Expected Result/Impact: Increase in attendance Staff Responsible for Monitoring: Attendance clerk, Admin ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	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 3: By May of 2026, decrease the number of discipline referrals from 1360 to 1100.

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

Evaluation Data Sources: Discipline data reports

Strategy 1 Details	Reviews			
Strategy 1: Implementation of Emergent Tree and consistent expectations campus-wide. Respectful, Responsible, Ready Strategy's Expected Result/Impact: Decreased number in referrals Staff Responsible for Monitoring: Admin, Discipline Clerk	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: A campus culture of respect and accountability reinforced through consistent application of iLEAD principles, resulting in fewer chronic discipline incidents. Strategy's Expected Result/Impact: Increased student by-in and belonging Staff Responsible for Monitoring: Admin, MTSS Campus Behavior Coordinator ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 4: Culture of Excellence

Performance Objective 1: Nimitz will raise the connectedness indicator within Panorama from 32% to 55%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Nimitz will build a team culture of acceptance and diversity through iLead and Transformation Tables. Strategy's Expected Result/Impact: Over connectedness will increase with students and staff Staff Responsible for Monitoring: Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Nimitz will offer multiple opportunities for students and families to engage with the campus through Family Engagement, Open House, TELPAS parent night, and extra-curricular events. Strategy's Expected Result/Impact: Increase student and family connectedness Staff Responsible for Monitoring: Admin ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Culture of Excellence

Performance Objective 2: To strengthen instructional practices and increase student engagement, campus leadership at Nimitz Middle School will implement a focused monitoring system that emphasizes:

Clear and aligned classroom objectives

High levels of academic rigor

Consistent use of multiple response strategies to raise the student participation ratio

Evaluation Data Sources: Strong Tier 1 instruction

Strategy 1 Details	Reviews			
Strategy 1: Administrators will conduct a minimum of ten classroom walkthroughs per week, focusing on the alignment between lesson objectives, instructional delivery, and student engagement strategies. Observations will be documented in Eduphoria, allowing for data-driven coaching cycles, targeted support, and continuous instructional improvement. Strategy's Expected Result/Impact: Strong Tier 1 instruction Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, 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
				836
Strategy 2 Details	Reviews			
Strategy 2: Provide teachers with a ready-to-use toolkit of engagement strategies (e.g., cold call, whiteboards, turn and talk, equity sticks, choral response). Strategy's Expected Result/Impact: Strong Tier 1 instruction Staff Responsible for Monitoring: Admin TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May



No Progress



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Board Goal 5: Classroom of Excellence

Performance Objective 1: Opportunity Culture is being implemented in more areas to maximize support, build capacity and rigorous instruction.

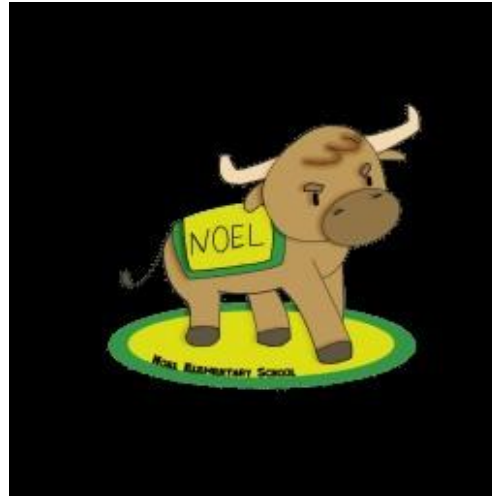
Evaluation Data Sources: Improvement in Tier 1 instruction

Strategy 1 Details	Reviews			
Strategy 1: MCLs will lead PLCs in Reading, Math, and Science Strategy's Expected Result/Impact: Teachers will be supported in planning effective, rigorous, well designed lessons and coaches in teaching best practices. Staff Responsible for Monitoring: Admin TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				838
Strategy 2 Details	Reviews			
Strategy 2: Each teacher will make positive phone calls home each month, ensuring that 100% of students receive a positive contact from their teacher by the end of each month. Teachers will use class rosters and will be assigned a class period per month to call home and will document the conversation. Strategy's Expected Result/Impact: Positive behaviors, academic achievements, growth and character development. Staff Responsible for Monitoring: Principal	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District

Noel Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



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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!

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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

842

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. 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		Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: MCL's will model lessons and provide coaching on math discourse, questioning, and problem-solving strategies. 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	Formative			Summative
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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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Ensure bilingual teachers follow district reading curriculum with a balance of Spanish literacy and structured English language development. 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. 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	Formative			Summative
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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. 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	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Implement weekly hands-on labs/experiments to build conceptual understanding. Strategy's Expected Result/Impact: Students will use academic vocabulary more accurately in oral explanations and written lab reports. 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	Formative			Summative
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 No Progress
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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. 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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Tutoring will be provided during and/or after school. Strategy's Expected Result/Impact: The percentage of 3rd grade students reading at or above grade level will improve. 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	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue 849				

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, Strategy's Expected Result/Impact: Increased number of students showing progress in MAP mid-year and end-of-year assessments. 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	Formative			Summative
	Oct	Jan	Mar	May
				850
Strategy 2 Details	Reviews			
Strategy 2: Provide intervention/enrichment time for struggling readers and advanced students. Strategy's Expected Result/Impact: Both group of students will be able to improve their scores. 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	Formative			Summative
	Oct	Jan	Mar	May



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.

851

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. 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	Formative			Summative
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				852
Strategy 2 Details	Reviews			
Strategy 2: Send monthly attendance updates to parents, highlighting how attendance impacts academics. 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	Formative			Summative
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 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. 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	Formative			Summative
	Oct	Jan	Mar	May
				853
Strategy 2 Details	Reviews			
Strategy 2: Students will practice accountable talk when they agree or disagree with a peer. 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	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



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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. 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	Formative			Summative
	Oct	Jan	Mar	May
				855
Strategy 2 Details	Reviews			
Strategy 2: Teachers will regularly assess student speaking using the TELPAS Proficiency Level Descriptors and provide immediate feedback. 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	Formative			Summative
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No Progress



Accomplished



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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. 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	Formative			Summative
	Oct	Jan	Mar	May
				857
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. 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	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



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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. 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	Formative			Summative
	Oct	Jan	Mar	May
				859
Strategy 2 Details	Reviews			
Strategy 2: Implement recognition systems for Longhorn Leaders through certificates, bulletin board spotlight, special events, and end-of-year celebration. 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	Formative			Summative
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 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. 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	Formative			Summative
	Oct	Jan	Mar	May
				860
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. 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	Formative			Summative
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Ector County Independent School District

OCTECHS

2025-2026 Board Goals/Performance Objectives/Strategies

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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. 16

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Board Goals

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

Performance Objective 1: By May 2026, the percentage of students scoring Meets or Masters on the Algebra 1 STAAR will increase from 36% to 40%.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: EOCs, SCA, MAP

Strategy 1 Details	Reviews 863			
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly. Strategy's Expected Result/Impact: Student growth and achievement will increase. Staff Responsible for Monitoring: Principal, Instructional Coach, Teacher 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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Strategy 2 Details	Reviews			
Strategy 2: Campus Administrator will conduct ten walkthrough observations per week and provide coaching/feedback to teachers in a timely manner. Strategy's Expected Result/Impact: Tier 1 instruction will improve. Staff Responsible for Monitoring: Principal 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 5: Effective Instruction	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Targeted tutoring will be implemented using district checkpoints and MAP assessment data to identify students & create individual instruction tutoring sessions to increase student growth. (Home Room &/or After School Tutoring 2X per week) Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR EOCs. Staff Responsible for Monitoring: Principal, Instructional Coach, Teacher TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

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: The percentage of students scoring meets or exceeds standard on English I EOC will increase from 56% to 60% as measured by 2026 STAAR.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Evaluation Data Sources: MAP, EOCs, District checkpoints

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly. Strategy's Expected Result/Impact: Student achievement will increase. Staff Responsible for Monitoring: Principal, Instructional Coach, Teacher 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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Strategy 2 Details	Reviews			
Strategy 2: Campus Administrator will conduct ten walkthrough observations per week and provide coaching/feedback to teachers in a timely manner. Strategy's Expected Result/Impact: Tier 1 instruction will improve. Staff Responsible for Monitoring: Principal 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 5: Effective Instruction	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Targeted tutoring will be implemented using district checkpoints and MAP assessment data to identify students & create individual instruction tutoring sessions to increase student growth. (Home Room &/or After School Tutoring 2X per week) Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR Staff Responsible for Monitoring: Principal, Instructional Coach, Teacher TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

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: The percentage of students scoring meets or exceeds standard on English II EOC will increase from 81% to 83% as measured by 2026 STAAR.

Indicators of Success:

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

Evaluation Data Sources: MAP, EOCs, District checkpoints

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly. Strategy's Expected Result/Impact: Student achievement will increase. Staff Responsible for Monitoring: Principal, Instructional Coach, Teacher 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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Strategy 2 Details	Reviews			
Strategy 2: Campus Administrator will conduct ten walkthrough observations per week and provide coaching/feedback to teachers in a timely manner. Strategy's Expected Result/Impact: Tier 1 instruction will improve. Staff Responsible for Monitoring: Principal 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 5: Effective Instruction	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Targeted tutoring will be implemented using district checkpoints and MAP assessment data to identify students & create individual instruction tutoring sessions to increase student growth. (Home Room &/or After School Tutoring 2X per week) Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR Staff Responsible for Monitoring: Principal, Instructional Coach, Teacher ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 4: The percentage of students scoring meets or exceeds standard on Biology EOC will increase from 87% to 89% as measured by 2026 STAAR

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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: MAP, EOCs, District checkpoints

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly. Strategy's Expected Result/Impact: Student achievement will increase. Staff Responsible for Monitoring: Principal, Instructional Coach, Teacher 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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Strategy 2 Details	Reviews			
Strategy 2: Campus Administrator will conduct ten walkthrough observations per week and provide coaching/feedback to teachers in a timely manner. Strategy's Expected Result/Impact: Tier 1 instruction will improve. Staff Responsible for Monitoring: Principal 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 5: Effective Instruction	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Targeted tutoring will be implemented using district checkpoints and MAP assessment data to identify students & create individual instruction tutoring sessions to increase student growth. (Home Room &/or After School Tutoring 2X per week) Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR Staff Responsible for Monitoring: Principal, Instructional Coach, Teacher TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

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 5: The percentage of students scoring meets or exceeds standard on History EOC will increase from 81% to 83% as measured by 2026 STAAR.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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: MAP, EOC, District checkpoints

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly. Strategy's Expected Result/Impact: Student achievement will increase. Staff Responsible for Monitoring: Principal, Instructional Coach, Teacher 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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				871
Strategy 2 Details	Reviews			
Strategy 2: Campus Administrator will conduct ten walkthrough observations per week and provide coaching/feedback to teachers in a timely manner. Strategy's Expected Result/Impact: Tier 1 instruction will improve. Staff Responsible for Monitoring: Principal 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 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Targeted tutoring will be implemented using district checkpoints and MAP assessment data to identify students & create individual instruction tutoring sessions to increase student growth. (Home Room &/or After School Tutoring 2X per week) Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR Staff Responsible for Monitoring: Principal, Instructional Coach, Teacher TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 6: By May 2026, the percentage of students achieving or exceeding their READING RIT goal will increase from 50 % to 53 %.

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: MAP, EOCs, Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning levels and adjust lessons accordingly. Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR Staff Responsible for Monitoring: Principal, Instructional Coach, Teachers 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	Formative			Summative
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				873
Strategy 2 Details	Reviews			
Strategy 2: School Principal will conduct a minimum of ten walkthrough observations per week and provide coaching/feedback to teachers in a timely manner. Strategy's Expected Result/Impact: Tier 1 instruction will improve. Staff Responsible for Monitoring: Principal & Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

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 7: By May 2026, the percentage of students achieving or exceeding their MATH RIT goal will increase from 45% to 52%.

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%

Evaluation Data Sources: MAP, EOCs, Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning levels and adjust lessons accordingly. Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR Staff Responsible for Monitoring: Principal, Instructional Coach, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
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				874
Strategy 2 Details	Reviews			
Strategy 2: Campus Principal will conduct a minimum of ten walkthrough observations per week and provide coaching/feedback to teachers in a timely manner. Strategy's Expected Result/Impact: Tier 1 instruction will improve. Staff Responsible for Monitoring: Principal, Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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.

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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: OCTECHS will increase the percentage of current seniors meeting at least one CCMR accountability indicator by the fall of the senior year to 50% by 2026.

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: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with our partnering institutions, Odessa College, to increase dual credit enrollment. The Campus CCMR Coordinator, School Counselors, and College Liaison will actively promote and enroll students in dual credit courses, focusing on every grade level. Strategy's Expected Result/Impact: Increase the percentage of students enrolling in and passing dual credit courses on our campus by 10% compared to the previous year. Staff Responsible for Monitoring: Teachers, Counselor, College Liaison, Instructional Coach, Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May
				876
Strategy 2 Details	Reviews			
Strategy 2: Through our partnership with Odessa College, we will offer students and parents from grades 8-12 valuable information on our 11 career pathways and academic opportunities as they transition into high school. This will ensure that incoming freshmen have a clear understanding of all available academic options. Additionally, juniors and seniors will receive support with college planning, admissions, financial aid, and scholarship opportunities. Strategy's Expected Result/Impact: Increase the percentage of graduating seniors who will move into a post-secondary education and/or enter industry pathways by 10% compared to the previous year. Staff Responsible for Monitoring: Principal, AVID Instructor, College Liaison, Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



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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: OCTECHS's four-year campus graduation rate will increase from 95% to 96% for the Class of 2026 and overall attendance will increase to 96.5%.

Indicators of Success:
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: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
Strategy 1: OCTECHS's average daily attendance will increase to 96.5%. Strategy's Expected Result/Impact: As daily attendance increases, more students will be on track to graduate. Staff Responsible for Monitoring: Principal, Teachers, Attendance Clerk, College Liaison, Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				878
Strategy 2 Details	Reviews			
Strategy 2: Campus leaders will proactively track and monitor students to intervene when students show early signs of attendance, behavior, and academic concerns. Individualized supports will be provided for students who have fallen off track and a plan will be created that leads to graduation. Strategy's Expected Result/Impact: Identifying struggling students and providing early intervention will lead to an increase in graduation rates. Staff Responsible for Monitoring: Principal, Counselor, Teachers, College Liaison TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 1: Additional systems will be implemented in the 2025-26 school year to improve attendance and reduce tardies.

Evaluation Data Sources: PIEMS

Strategy 1 Details	Reviews			
Strategy 1: All teachers will greet students at the doorway to their classrooms and check student IDs for attendance. Attendance will be taken and submitted within the first 15 minutes of class starting. Strategy's Expected Result/Impact: Attendance will improve, as students will be in class and have less opportunity to skip classes, leave campus, and roam the hallways. Staff Responsible for Monitoring: Principal, Teachers, Attendance Clerk TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				879
Strategy 2 Details	Reviews			
Strategy 2: OCTECHS will continue to work with and encourage Odessa College to take and submit daily classroom attendance to reduce student tardiness and absenteeism. Strategy's Expected Result/Impact: Attendance will improve, as students will be in their assigned college classes and have less opportunity to skip classes, leave campus, and roam the hallways. Staff Responsible for Monitoring: Principal, College Teachers, College Liaison, Attendance Clerk TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 2: Tier 1 instruction will improve, resulting in an increase in student growth and achievement.

Evaluation Data Sources: District checkpoints, MAP, EOCs

Strategy 1 Details	Reviews			
Strategy 1: Weekly walkthroughs will include "look fors" that will be posted each week in the Week At a Glance (WAG) to support teachers with real-time coaching and feedback. Strategy's Expected Result/Impact: Student growth and achievement will increase. Staff Responsible for Monitoring: Principal, Instructional Coach, Teachers 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
	Oct	Jan	Mar	May
				880
Strategy 2 Details	Reviews			
Strategy 2: OCTECHS will hold quarterly data tours for teachers in EOC-tested subjects to disaggregate data to assess students' learning level and adjust instruction accordingly. Strategy's Expected Result/Impact: Student growth and achievement will increase. Staff Responsible for Monitoring: Principal, Teachers, Instructional Coach 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
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 1: OCTECHS will raise the School Connectedness indicator of the Panorama survey from 47% to 55% by May 2026.

Evaluation Data Sources: Panorama Surveys

Strategy 1 Details	Reviews			
Strategy 1: OCTECHS will continue to provide weekly SEL curriculum through iLead during Home Room. Strategy's Expected Result/Impact: Students' social and emotional well-being will improve by 8% as measured through Panorama surveys. Staff Responsible for Monitoring: Principal, Counselor, Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				881
Strategy 2 Details	Reviews			
Strategy 2: OCTECHS will seek input from our Student Leadership group to address areas of the Panorama survey needing improvement, specifically school connectedness. Strategy's Expected Result/Impact: There will be an increase of 8% in student connectedness as measured through Panorama surveys. Staff Responsible for Monitoring: Principal, Counselor, Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 2: OCTECHS will proactively build relationships and improve communication with students and families.

Evaluation Data Sources: Panorama Surveys

Strategy 1 Details	Reviews			
Strategy 1: OCTECHS will utilize Focus, OCTECHS website and social media platforms to proactively communicate with students and parents. Strategy's Expected Result/Impact: There will be an increase of 5% in student connectedness as measured through Panorama surveys. Staff Responsible for Monitoring: Principal, Counselor, Teachers, College Liaison TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				882
Strategy 2 Details	Reviews			
Strategy 2: OCTECHS will provide additional opportunities for parents and the community to visit the campus with recruitment meetings, parent information nights and student/parent activities. Strategy's Expected Result/Impact: There will be an increase of 5% in student connectedness as measured through Panorama surveys. Staff Responsible for Monitoring: Principal, Counselor, College Liaison, Teachers TEA Priorities: Connect high school to career and college - 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				

Ector County Independent School District

Odessa Collegiate Academy

2025-2026 Board Goals/Performance Objectives/Strategies



883

Mission Statement

Believing OUR students are THE future, the mission of Ector County ISD is to **inspire** and **challenge** every student to be **prepared for success** and to be **adaptable** in an ever-changing society.

As the OCA Family, we foster innovative leaders driven to forge the future.

#BlueWolfFamily #ForgeTheFuture #teamECISD #Leadership Matters

#IMPACT

Follow us on our school Facebook or Twitter page @OCAwolves

Vision

OUR students...THE future.

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ALL Odessa Collegiate Academy students will graduate with an OCA High School Diploma and an Associate Degree from Odessa College with the expectation that our students will transfer to a college university and graduate with a bachelor degree in a field / major of their choosing.

Value Statement

We Value and Believe:

- We are driven by **equity** for every child. Every child in ECISD deserves a high quality rigorous academic experience.
 - We are a **district of leaders** and will be on the forefront of this movement to improve education for children.
 - We believe that our **most fragile** students should be **taught by our best educators**.
 - We **believe in meeting students where they are** academically and socially/emotionally.
 - We believe students deserve a **learning experience that is personalized**.
 - We believe in **acceleration** over remediation and the **scaffolding** that supports acceleration.
 - We believe that **assessment using multiple measures** drives learning.
 - We believe that our **use of resources** to support learning, both fiscal and human, **must be effective and efficient**.
 - We believe the **parents/guardians of our students** as well as our **community** are **integral to success**.

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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. 13

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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: OCA will increase the percent of students end of year Reading RIT score (Growth in MAP scores of met or exceeded individual growth projections) based on end of year MAP testing from 65% to 70%.

HB3 Board Goal

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 Beginning, End of Year Assessment

Strategy 1 Details	Reviews 886			
Strategy 1: Campus Instructional Leadership will review disaggregated MAP data, monitor the progress of all MAP tested students, and provide feedback to students and teachers. Strategy's Expected Result/Impact: Improve Student Achievement, Improve Student MAP growth and scores Staff Responsible for Monitoring: Campus Instructional Leadership, Teachers, Students (students track their own data, too) 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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Strategy 2 Details	Reviews			
Strategy 2: Teachers will use MAP data to meet with students using their individual growth chart (provided by MAP) to chart their progress and create goals for their next MAP assessment. Strategy's Expected Result/Impact: Increase student MAP achievement and growth Staff Responsible for Monitoring: Teachers, Instructional Coach, and Campus Leadership 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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No Progress



Accomplished



Continue/Modify



Discontinue

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: OCA will increase the percent of students end of year Math RIT score (Growth in MAP scores of met or exceeded individual growth) based on end of year MAP testing from 60% to 65%.

HB3 Board Goal

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 Beginning, End of Year Assessment

Strategy 1 Details	Reviews			
Strategy 1: Campus Instructional Leadership will review disaggregated MAP data, monitor the progress of all MAP tested students, and provide feedback to students and teachers. Strategy's Expected Result/Impact: Improve Student Achievement, Improve Student MAP growth and scores Staff Responsible for Monitoring: Campus Instructional Leadership, Teachers, Students (students track their own data, too) 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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Strategy 2 Details	Reviews			
Strategy 2: Teachers will use MAP data to meet with students using their individual growth chart (provided by MAP) to chart their progress and create goals for their next MAP assessment. Strategy's Expected Result/Impact: Increase student MAP achievement and growth. Staff Responsible for Monitoring: Teachers, Instructional Coach, and Campus Leadership 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
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

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: The percentage of English I EOC testers achieving Meets will remain at 90% or higher and will improve for Masters from 36% to 40%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Evaluation Data Sources: STAAR EOC May 2026 Results

Strategy 1 Details	Reviews			
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC Staff Responsible for Monitoring: Campus Instructional Leadership 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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Strategy 2 Details	Reviews			
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-assess. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC Staff Responsible for Monitoring: Campus Instructional Leadership 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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No Progress Accomplished Continue/Modify Discontinue				

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 4: The percentage of English II EOC testers achieving Meets will remain at 90% or higher and will improve for Masters from 16% to 20%.

HB3 Board Goal

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

Evaluation Data Sources: STAAR EOC May 2026 Results

Strategy 1 Details	Reviews			
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC Staff Responsible for Monitoring: Campus Instructional Leadership 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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Strategy 2 Details	Reviews			
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-asses. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC Staff Responsible for Monitoring: Campus Instructional Leadership 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
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 5: The percentage of Algebra I EOC testers achieving Meets will increase from 74% to 80% and for Masters from 38% to 40%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: STAAR EOC May 2026 Results

Strategy 1 Details	Reviews			
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC Staff Responsible for Monitoring: Campus Instructional Leadership 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
	Oct	Jan	Mar	May
				891
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-asses. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC Staff Responsible for Monitoring: Campus Instructional Leadership 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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 No Progress  Accomplished  Continue/Modify  Discontinue				

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 6: The percentage of Biology EOC testers achieving Meets will increase from 88% to 90% and will improve for Masters from 25% to 30%.

HB3 Board Goal

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

Evaluation Data Sources: STAAR EOC May 2026 Results

Strategy 1 Details	Reviews			
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC Staff Responsible for Monitoring: Campus Instructional Leadership ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				892
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-asses. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC Staff Responsible for Monitoring: Campus Instructional Leadership ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

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 7: The percentage of U.S. History EOC testers achieving Meets at 90% or higher and will improve for Masters from 44% to 50%.

HB3 Board Goal

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

Evaluation Data Sources: STAAR EOC May 2026 Results

Strategy 1 Details	Reviews			
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC Staff Responsible for Monitoring: Campus Instructional Leadership ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				893
Strategy 2 Details	Reviews			
Strategy 2: Being that U.S. History is taught by various Odessa College Professors, OCA Social Studies teachers will review and re-enforce US History concepts with students during the 2nd Semester during Lunch Advisories and during AVID classes. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC Staff Responsible for Monitoring: Campus Instructional Leadership, Social Studies Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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.

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: OCA will maintain a 100% CCMR rate for 2026.

HB3 Board Goal

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: CCMR reports from the district

Strategy 1 Details	Reviews			
Strategy 1: Counselor and Principal will review reports and student transcripts to ensure students will meet CCMR Accountability criteria by the end of their 10th Grade year (9 or more college hours earned by the end of 10th Grade). Strategy's Expected Result/Impact: Maintain a 100% rate for CCMR Staff Responsible for Monitoring: Principal, Counselor, OC Liaison TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May
				895
Strategy 2 Details	Reviews			
Strategy 2: To earn CCMR bonus points and to continue students taking college classes, students will pass the TSI Reading/Writing and Math Assessments. Strategy's Expected Result/Impact: All OCA students will be TSI compliant Staff Responsible for Monitoring: Principal, Counselor, OC Liaison TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	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: The percentage of OCA student attendance will increase from 96.6% (May 2025) to 96.8% by the end of May 2026.

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

Evaluation Data Sources: Weekly attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Maintain multi-tiered systems of reports and supports to track and monitor student attendance. Strategy's Expected Result/Impact: Increase Student Attendance Staff Responsible for Monitoring: Attendance Clerk, Principal, Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				896
Strategy 2 Details	Reviews			
Strategy 2: Track student attendance weekly and for some at-risk students and those students on attendance contracts / probation, track it daily. Strategy's Expected Result/Impact: Increase Student Attendance Rate Staff Responsible for Monitoring: Attendance Clerk, Principal, Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	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 3: OCA will maintain low student discipline infractions / discipline referrals (10 or less) for the 2025-26 school year.

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: Discipline Reports from the District / PEIMS Discipline Reports

Strategy 1 Details	Reviews			
Strategy 1: Maintain high expectations for student discipline and positive behavior, and communicate those expectations to all OCA students and parents. Strategy's Expected Result/Impact: Positive School Learning Environment with very few discipline referrals Staff Responsible for Monitoring: Principal, Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				897
Strategy 2 Details	Reviews			
Strategy 2: Utilize the SAS Counselor on campus to assist with student conflict-resolution situations as needed. Strategy's Expected Result/Impact: Positive School Culture that promotes a way to resolve student conflict-resolution situations in a timely manner. Staff Responsible for Monitoring: Principal, Counselor, SAS ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 1: OCA's 9th grade At-Risk student Percentage Rate will be within 25 points of the District's At-Risk Percentage Rate for the annual TEA CCRSM OMB Report for Early College High Schools.

Evaluation Data Sources: PEIMS Data, Data from Information Systems, Enrollment Data

Strategy 1 Details	Reviews			
Strategy 1: Identify, Recruit, and Accept 8th Grade Students into OCA who are identified as At Risk for the next 9th grade class Strategy's Expected Result/Impact: Be in compliance for the TEA CCRSM OMB Report Staff Responsible for Monitoring: Principal, EDL, Choice School Office, Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May
				898
Strategy 2 Details	Reviews			
Strategy 2: Identify, Recruit, and Accept ESL 8th Grade Students and Identify, Recruit and Accept 8th Grade Students under the Community Outreach Center umbrella Strategy's Expected Result/Impact: Increase number of At-Risk Students into the next 9th Grade class Staff Responsible for Monitoring: Principal, EDL, Choice School Office, Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 2: OCA's Economically Disadvantage Percentage Rate as a campus will be within 10 points of the District's Economically Disadvantage Percentage Rate for the annual TEA CCRSM OMB Report for Early College High Schools.

Evaluation Data Sources: PEIMS Reports, Data from Information Systems, Enrollment Data

Strategy 1 Details	Reviews			
Strategy 1: Identify, Recruit, and Accept 8th Grade Students into OCA who are identified as Economically Disadvantaged for the next 9th grade class Strategy's Expected Result/Impact: Be in compliance for the TEA CCRSM OMB Report Staff Responsible for Monitoring: Principal, EDL, Choice School Office, Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May
				899
Strategy 2 Details	Reviews			
Strategy 2: Ensure ALL OCA Students / Families complete the Income Survey during the Online Registration process. Strategy's Expected Result/Impact: Increase the number of Economic Disadvantaged Students at OCA. Staff Responsible for Monitoring: Principal, EDL, Choice Schools Office, Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 3: OCA's Emergent Bilingual Students/English Learners (Grades 9-12) will be within 10 points of the District's Emergent Bilingual Students/English Learners (Grades 9-12) Percentage Rate for the annual TEA CCRSM OMB Report for Early College High Schools.

Evaluation Data Sources: PEIMS Reports, Reports from Information Systems

Strategy 1 Details	Reviews			
Strategy 1: Identify, Recruit, and Accept 8th Grade Students into OCA who are identified as Emergent Bilingual for the next 9th grade class Strategy's Expected Result/Impact: Be in compliance for the TEA CCRSM OMB Report Staff Responsible for Monitoring: Principal, EDL, Choice School Office TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May
				900
Strategy 2 Details	Reviews			
Strategy 2: Develop all reading / recruiting materials in Spanish. Have all parent meetings / recruiting meetings in Spanish. Strategy's Expected Result/Impact: Increase the number of Emergent Bilingual Students at OCA Staff Responsible for Monitoring: Principal, EDL, Choice School Office TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 1: OCA will increase School Connectedness from 56% (Spring 2025) to 60% (Spring 2026).

Evaluation Data Sources: Panorama Survey Results

Strategy 1 Details	Reviews			
Strategy 1: Embed SEL strategies from the iLead curriculum, and AVID strategies & activities, grades 9-12. Strategy's Expected Result/Impact: Improved students' social, emotional, and academic needs Staff Responsible for Monitoring: ALL OCA Teachers, AVID teachers, Counselor ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: With the addition of a SAS Crisis Counselor on campus on Fridays, Implement a proactive and responsive student support system for students to improve a positive learning environment. Strategy's Expected Result/Impact: All students feel comfortable to reach out to an adult on campus with their concerns and/or needs. Staff Responsible for Monitoring: Principal, Academic Counselor, SAS Counselor, all Teachers, Campus Nurse, OC Liaison 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				

Board Goal 5: Culture of Excellence

Performance Objective 2: OCA will increase School Climate from 61% (Spring 2025) to 65% (Spring 2026).

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Embed SEL strategies from the iLead curriculum, and AVID strategies & activities, grades 9-12. Strategy's Expected Result/Impact: Improved students' social, emotional, and academic needs Staff Responsible for Monitoring: All teachers - grades 9-12, AVID teachers, Counselor 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: Work with teachers to ensure all lessons are engaging so that all students contribute in every class. Strategy's Expected Result/Impact: Students feel comfortable participating and engaged in their classroom lessons. Staff Responsible for Monitoring: Principal, Counselor, All Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 3: 100% of OCA students will be enrolled in an AVID course to prepare them for their post secondary plans and attend a university of their choosing.

Evaluation Data Sources: Master schedule to show ALL students are enrolled in OCA AVID, and OCA AVID reports

Strategy 1 Details	Reviews			
Strategy 1: Complete FAFSA, scholarship applications, college applications, and research college and careers through OCA AVID classes. Also, through all AVID classes, teach organizational skills, efficient individual study skills, efficient small groups study skills, develop small and large goal making skills, and develop social skills needed in a university, career environment, and as a global citizen. Strategy's Expected Result/Impact: Prepare our students to be college and career ready after graduation and transfer to a university of their choosing after graduation. Also, give ALL our students the necessary skills they will need as they transfer to an university of their choosing and on to a career of their choosing. Staff Responsible for Monitoring: AVID Teachers, AVID Coordinator, AVID District officials, AVID Site Team, Principal, Counselor, Teachers, and OC Liaison TEA Priorities: Connect high school to career and college - 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: As stated in the OCA/OC MOU, maintain appropriate AVID staffing and class size at OCA, so that ALL students have the AVID elective each year while attending OCA. Strategy's Expected Result/Impact: Keep AVID as an integral part of OCA each year as staffing is reviewed annually in the Spring semester. Maintain the AVID culture and instructional skills taught for each grade level at OCA. Staff Responsible for Monitoring: Principal, Counselor, AVID Campus Coordinator, AVID Teachers, AVID Site Team TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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Ector County Independent School District

Odessa High School

2025-2026 Board Goals/Performance Objectives/Strategies



905

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Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029. 22

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Board Goals

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

Performance Objective 1: By May 2026, the percentage of students achieving or exceeding their READING RIT goal will increase from 64% to 70%.

Indicators of Success:

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

Strategy 1 Details	Reviews			
Strategy 1: Students will receive highly engaging instructional support with a focus on tier one learning. Strategy's Expected Result/Impact: Tier one learning and increased student growth progress will result in higher RIT/success percentages along with higher first time tester success rates in STAAR testing as well. Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Coach, MCL/MTRT Title I: 2.51, 2.52, 2.53, 2.534, 2.535 - 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 - Additional Targeted Support Strategy Problem Statements: Student Achievement 2	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom. Strategy's Expected Result/Impact: Awareness of performance progress and trends on both class-wide and individual bases. Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Coach, MCL/MTRT Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 2	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: AVID School-wide WICOR implementation and word study cycles with administrative reinforcement. Strategy's Expected Result/Impact: Students will focus on academic language in each EOC area that will be structured and implemented through AVID. ALL students will benefit from word studies that are cross-curricular in nature and beneficial to test-taking strategy. Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Coach, MCL/MTRT Title I: 2.51, 2.52, 2.53, 2.534, 2.535 - 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 - Additional Targeted Support Strategy Problem Statements: Student Achievement 2	Formative			Summative
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Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 2: Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing. Root Cause: Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.

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, the percentage of students achieving or exceeding their MATH RIT goal will increase from 48% to 52%.

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

Strategy 1 Details	Reviews			
Strategy 1: Students will receive highly engaging instructional support with a focus on tier one learning. Strategy's Expected Result/Impact: Tier one learning and increased student growth progress will result in higher RIT/success percentages along with higher first time tester success rates in STAAR testing as well. Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Coach, MCL/MTRT Title I: 2.51, 2.52, 2.53, 2.534, 2.535 - 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 - Additional Targeted Support Strategy Problem Statements: Student Achievement 2	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom. Strategy's Expected Result/Impact: Awareness of performance progress and trends on both class-wide and individual bases. Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Coach, MCL/MTRT Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 2	Formative			Summative
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Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing. Root Cause: Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.

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: 5. By May of 2026, the % of students performing at the MEETS level on Algebra 1 EOC will increase from 10% to 30%.

Indicators of Success:
Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Strategy 1 Details	Reviews			
Strategy 1: 1. Re-testers will be placed into remediation sections to focus on testing success and individualized, differentiated strategies to succeed in STAAR testing. Strategy's Expected Result/Impact: Students who are DNM High will be pushed to Meets, students in DNM Low will be pushed to Approaches Levels. Staff Responsible for Monitoring: Principal, Administration, Instructional Coaches, Dept. Focused Remediation Staff Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 2	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: 2. Implementation of PDSA Cycles to examine, rectify and improve student performance in EOC areas will provide focus and remediation in areas/TEKS where students struggle. Strategy's Expected Result/Impact: PLC data digging, focus on micro-areas of need in student performance will provide consistent practice and emphasis on applicable skills. Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Coach, MCL/MTRT Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 2		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: 3. Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom. Strategy's Expected Result/Impact: Awareness of performance progress and trends on both class-wide and individual bases. Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Coach, MCL/MTRT Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 2		Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: 4. AVID School-wide WICOR implementation and word study cycles with administrative reinforcement. Strategy's Expected Result/Impact: Students will focus on academic language in each EOC area that will be structured and implemented through AVID. ALL students will benefit from word studies that are cross-curricular in nature and beneficial to test-taking strategy. Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Coach, MCL/MTRT Title I: 2.51, 2.52, 2.53, 2.534, 2.535 - 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 - Additional Targeted Support Strategy Problem Statements: Student Achievement 2	Formative			Summative
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Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing. Root Cause: Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.

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 4: 5. By May of 2026, the % of students performing at the MEETS level on English 1 EOC will increase from 25% to 40%.

Indicators of Success:
English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Strategy 1 Details	Reviews			
Strategy 1: 1. Re-testers will be placed into remediation sections to focus on testing success and individualized, differentiated strategies to succeed in STAAR testing. Strategy's Expected Result/Impact: Students who are DNM High will be pushed to Meets, students in DNM Low will be pushed to Approaches Levels. Staff Responsible for Monitoring: Principal, Administration, Instructional Coaches, Dept. Focused Remediation Staff Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 2	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: 2. Implementation of PDSA Cycles to examine, rectify and improve student performance in EOC areas will provide focus and remediation in areas/TEKS where students struggle. Strategy's Expected Result/Impact: PLC data digging, focus on micro-areas of need in student performance will provide consistent practice and emphasis on applicable skills. Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Coach, MCL/MTRT Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 2		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: 3. Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom. Strategy's Expected Result/Impact: Awareness of performance progress and trends on both class-wide and individual bases. Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Coach, MCL/MTRT Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 2		Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: 4. AVID School-wide WICOR implementation and word study cycles with administrative reinforcement. Strategy's Expected Result/Impact: Students will focus on academic language in each EOC area that will be structured and implemented through AVID. ALL students will benefit from word studies that are cross-curricular in nature and beneficial to test-taking strategy. Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Coach, MCL/MTRT Title I: 2.51, 2.52, 2.53, 2.534, 2.535 - 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 - Additional Targeted Support Strategy Problem Statements: Student Achievement 2	Formative			Summative
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Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 2: Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing. Root Cause: Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.

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 5: 5. By May of 2026, the % of students performing at the MEETS level on English 2 EOC will increase from 25% to 40%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Strategy 1 Details	Reviews			
Strategy 1: 1. Re-testers will be placed into remediation sections to focus on testing success and individualized, differentiated strategies to succeed in STAAR testing. Strategy's Expected Result/Impact: Students who are DNM High will be pushed to Meets, students in DNM Low will be pushed to Approaches Levels. Staff Responsible for Monitoring: Principal, Administration, Instructional Coaches, Dept. Focused Remediation Staff Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 2	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: 2. Implementation of PDSA Cycles to examine, rectify and improve student performance in EOC areas will provide focus and remediation in areas/TEKS where students struggle. Strategy's Expected Result/Impact: PLC data digging, focus on micro-areas of need in student performance will provide consistent practice and emphasis on applicable skills. Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Coach, MCL/MTRT Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 2		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: 3. Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom. Strategy's Expected Result/Impact: Awareness of performance progress and trends on both class-wide and individual bases. Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Coach, MCL/MTRT Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 2		Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: 4. AVID School-wide WICOR implementation and word study cycles with administrative reinforcement. Strategy's Expected Result/Impact: Students will focus on academic language in each EOC area that will be structured and implemented through AVID. ALL students will benefit from word studies that are cross-curricular in nature and beneficial to test-taking strategy. Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Coach, MCL/MTRT Title I: 2.51, 2.52, 2.53, 2.534, 2.535 - 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 - Additional Targeted Support Strategy Problem Statements: Student Achievement 2	Formative			Summative
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Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 2: Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing. Root Cause: Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.

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 6: 5. By May of 2026, the % of students performing at the MEETS level on the Biology EOC will increase from 44% to 60%.

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

Strategy 1 Details	Reviews			
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Strategy 1: 1. Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom. Strategy's Expected Result/Impact: Awareness of performance progress and trends on both class-wide and individual bases. Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Coach, MCL/MTRT Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 2 - School Culture and Climate 1				921

Strategy 2 Details		Reviews			
Strategy 2: 2. AVID School-wide WICOR implementation and word study cycles with administrative reinforcement. Strategy's Expected Result/Impact: Students will focus on academic language in each EOC area that will be structured and implemented through AVID. ALL students will benefit from word studies that are cross-curricular in nature and beneficial to test-taking strategy. Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Coach, MCL/MTRT Title I: 2.51, 2.52, 2.53, 2.534, 2.535 - 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 - Additional Targeted Support Strategy Problem Statements: Student Achievement 2		Formative			Summative
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Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 2: Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing. Root Cause: Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.
School Culture and Climate
Problem Statement 1: Students behavior issues carry over into the school setting (referrals). Root Cause: Students need additional personal and campus supports. Teachers, students and administration need more accountability through procedures and routines.

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 7: 5. By May of 2026, the % of students performing at the MEETS level on the US History EOC will increase from 36% to 50%.

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

Strategy 1 Details	Reviews			
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Strategy 1: 1. Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom. Strategy's Expected Result/Impact: Awareness of performance progress and trends on both class-wide and individual bases. Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Coach, MCL/MTRT Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 2				923

Strategy 2 Details	Reviews			
Strategy 2: 2. AVID School-wide WICOR implementation and word study cycles with administrative reinforcement. Strategy's Expected Result/Impact: Students will focus on academic language in each EOC area that will be structured and implemented through AVID. ALL students will benefit from word studies that are cross-curricular in nature and beneficial to test-taking strategy. Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Coach, MCL/MTRT Title I: 2.51, 2.52, 2.53, 2.534, 2.535 - 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 - Additional Targeted Support Strategy Problem Statements: Student Achievement 2	Formative			Summative
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Performance Objective 7 Problem Statements:

Student Achievement
Problem Statement 2: Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing. Root Cause: Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.

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

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Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: Odessa HS will achieve a Spring '26 CCMR % of 92% of graduates considered College, Career & Military Ready.

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%

Strategy 1 Details	Reviews			
Strategy 1: 1. By Spring of 2026 at least 75% of all students at Odessa HS will be considered AP/CTE/DC/IB/AVID. Strategy's Expected Result/Impact: Through Odessa HS's "Aspiration to Expectation" initiative, students will increase school connectedness through inclusion in programs and future preparation. This will result in a side-effect of increased student achievement of CCMR requirements. Staff Responsible for Monitoring: Principal, Campus Administration, CCMR Coordinators, CTE AP, CTE Task Force, Counselors, AP Coordinator, IB Coordinator, AVID Coordinator. Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.535 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: School Culture and Climate 2 Funding Sources: Tutorials, additional school-wide instructional support - Title One School-wide	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: 2. The Odessa HS CCMR Task Force will meet monthly to mitigate, prepare and respond to student needs in achieving the targeted College, Career & Military achievement rate. Strategy's Expected Result/Impact: Maintaining awareness of changing standards, planning for future strategic road mapping and implementing actions to address current needs will provide Odessa HS with current and future success in CCMR expectations. Staff Responsible for Monitoring: Principal, Campus Administration, CCMR Coordinators, CTE AP, CTE Task Force, Counselors. Title I: 2.51, 2.52, 2.53, 2.531, 2.532 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: School Culture and Climate 2	Formative			Summative
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Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 2: Student attendance progressively deteriorates from the 9th grade to 12th grade levels. Campus-wide attendance performance is sub-90%. Root Cause: Campus layout and location creates obstacles with student mobility from class to class. There are substantial opportunities for students to fail to arrive to class in a timely manner due to both home/family dynamics off-campus and peer distractions while on campus. On-campus strategies and systems to deter truancy and tardiness do not accomplish desired expectations.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: The Odessa HS overall 2025-2026 Attendance Rate will increase from 89.8% to 92.5% by May 2026.

Indicators of Success:

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

Strategy 1 Details	Reviews			
Strategy 1: Clerks, APs and staff will complete Attendance Contacts, Contracts, Administrative Withdrawals and wellness checks on a weekly basis. Strategy's Expected Result/Impact: Increase in student attendance rates Staff Responsible for Monitoring: Principal, Campus Administration, Corral Staff Title I: 2.51, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: School Culture and Climate 2	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Increased parent notifications and education on attendance laws and policy. Strategy's Expected Result/Impact: Parents will receive additional notifications when students are not in class. Informational sessions will be held to discuss and demonstrate the importance of daily attendance. Staff Responsible for Monitoring: Principal, Campus Administration, Corral Staff Title I: 2.51, 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: School Culture and Climate 2	Formative			Summative
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Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 2: Student attendance progressively deteriorates from the 9th grade to 12th grade levels. Campus-wide attendance performance is sub-90%. Root Cause: Campus layout and location creates obstacles with student mobility from class to class. There are substantial opportunities for students to fail to arrive to class in a timely manner due to both home/family dynamics off-campus and peer distractions while on campus. On-campus strategies and systems to deter truancy and tardiness do not accomplish desired expectations.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: The Odessa HS Discipline Rate for students classified as Special Education will decrease from 20% in 2024-2025 to 15% by May 2026.

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: FOCUS (127/620 receiving at least one referral)

Strategy 1 Details	Reviews			
Strategy 1: Disciplinary consequences for any student receiving special education services will require prior approval before a change of placement can take place. Strategy's Expected Result/Impact: Students receiving Special Education services will receive appropriate and intervention-focused services when behavior is a concern. Staff Responsible for Monitoring: Principal, Campus Administration, MTSS Team Title I: 2.51, 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
				930
Strategy 2 Details	Reviews			
Strategy 2: Disciplinary consequences for students receiving special education services will benefit from additional "case-by-case" strategies, interventions and placements before ISS, OSS or DAEP are approached as options. Strategy's Expected Result/Impact: Additional staff and student connectedness- students will benefit from mentor-type relationships throughout the Odessa HS staff. Staff Responsible for Monitoring: Principal, Campus Administration, SpEd Staff Title I: 2.51, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

School Culture and Climate

Problem Statement 1: Students behavior issues carry over into the school setting (referrals). **Root Cause:** Students need additional personal and campus supports. Teachers, students and administration need more accountability through procedures and routines.

931

Board Goal 4: Classroom Excellence

Performance Objective 1: The Odessa HS overall 2025-2026 Attendance Rate will increase from 89.8% to 92.5% by May 2026.

Indicators of Success:

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

Strategy 1 Details	Reviews			
Strategy 1: Clerks, APs and staff will complete Attendance Contacts, Contracts, Administrative Withdrawals and wellness checks on a weekly basis. Strategy's Expected Result/Impact: Increase in student attendance rates Staff Responsible for Monitoring: Principal, Campus Administration, Corral Staff Title I: 2.51, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: School Culture and Climate 2	Formative			Summative
	Oct	Jan	Mar	May
				932
Strategy 2 Details	Reviews			
Strategy 2: Increased parent notifications and education on attendance laws and policy. Strategy's Expected Result/Impact: Parents will receive additional notifications when students are not in class. Informational sessions will be held to discuss and demonstrate the importance of daily attendance. Staff Responsible for Monitoring: Principal, Campus Administration, Corral Staff Title I: 2.51, 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: School Culture and Climate 2	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 2: Student attendance progressively deteriorates from the 9th grade to 12th grade levels. Campus-wide attendance performance is sub-90%. Root Cause: Campus layout and location creates obstacles with student mobility from class to class. There are substantial opportunities for students to fail to arrive to class in a timely manner due to both home/family dynamics off-campus and peer distractions while on campus. On-campus strategies and systems to deter truancy and tardiness do not accomplish desired expectations.

Board Goal 4: Classroom Excellence

Performance Objective 2: Odessa HS will see the 2025-2026 student tardy rate decrease by 20% compared to the 2024-2025 school year.

Evaluation Data Sources: PEIMS, FOCUS Reports

Strategy 1 Details	Reviews			
Strategy 1: Creation of a tardy coordinator position at Odessa HS to monitor and address campus-wide tardy trends. Strategy's Expected Result/Impact: Increased awareness and vigilance in tardy trends across campus. Staff Responsible for Monitoring: Principal, Campus Administration Title I: 2.51, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: School Culture and Climate 1, 2	Formative			Summative
	Oct	Jan	Mar	May
				934
Strategy 2 Details	Reviews			
Strategy 2: Weekly reporting, assignment and monitoring of student tardy trends and consequences assigned weekly. Utilization of the Student Handbook guidelines in parent contacts and tardy consequence escalation. Strategy's Expected Result/Impact: decrease in tardy prevalence across campus. Staff Responsible for Monitoring: Principal, Campus Administration Title I: 2.51, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: School Culture and Climate 1, 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Students behavior issues carry over into the school setting (referrals). Root Cause: Students need additional personal and campus supports. Teachers, students and administration need more accountability through procedures and routines. Problem Statement 2: Student attendance progressively deteriorates from the 9th grade to 12th grade levels. Campus-wide attendance performance is sub-90%. Root Cause: Campus layout and location creates obstacles with student mobility from class to class. There are substantial opportunities for students to fail to arrive to class in a timely manner due to both home/family dynamics off-campus and peer distractions while on campus. On-campus strategies and systems to deter truancy and tardiness do not accomplish desired expectations.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2026, 50% of all students at Odessa HS will be classified AP/AVID/CTE/DUALCREDIT/IB.

Evaluation Data Sources: PEIMS, College Board,

Strategy 1 Details	Reviews			
Strategy 1: Students who are identified as needing additional supports via HB1416 will receive AVID school-wide pullouts and intervention services. Strategy's Expected Result/Impact: Increased success rate and performance in retesting, connectedness through AVID inclusion. Staff Responsible for Monitoring: Principal, Campus Administration, AVID Coordinator, AVID Staff Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Staff Quality, Recruitment, and Retention 2	Formative			Summative
	Oct	Jan	Mar	May
				936
Strategy 2 Details	Reviews			
Strategy 2: Increase student CTE/AVID/AP/IB/DC enrollment. Strategy's Expected Result/Impact: Increased CCMR success rate, classroom culture of excellence. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Staff Quality, Recruitment, and Retention 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 2: High need for coaching in curriculum and instruction. Root Cause: Non-highly qualified teachers without training.

Board Goal 4: Classroom Excellence

Performance Objective 4: AVID School-wide WICOR implementation and word study cycles with administrative reinforcement.

Evaluation Data Sources: Eduphoria! Walk-throughs, Teacher/Student Feedback Surveys, Panorama

Strategy 1 Details	Reviews			
Strategy 1: AVID School-wide implementation of WICOR strategies- focus on writing across campus. Strategy's Expected Result/Impact: Increased writing practices and cross-curricular activity. Staff Responsible for Monitoring: Principal, Campus Administration, AVID Coordinator, AVID Staff, MCL/MTRT 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 - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 2 - Staff Quality, Recruitment, and Retention 1, 2	Formative			Summative
	Oct	Jan	Mar	May
				938
Strategy 2 Details	Reviews			
Strategy 2: Development of WICOR Walk-Through form for administration to monitor and address writing and reading strategy in the classroom. 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 - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 2 - Staff Quality, Recruitment, and Retention 1, 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 2: Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing. Root Cause: Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Non-highly qualified teachers and instructional facilitators are teaching in all areas. Root Cause: Lack of highly qualified pool of teachers applying to the district.
Problem Statement 2: High need for coaching in curriculum and instruction. Root Cause: Non-highly qualified teachers without training.

Board Goal 5: Culture of Excellence

Performance Objective 1: School Connectedness Panorama Data will increase from 24% to 30% by May 2026.

Evaluation Data Sources: Panorama, Teacher/Student Feedback Surveys

Strategy 1 Details	Reviews			
Strategy 1: Students will receive highly engaging instructional support with a focus on tier one learning. Strategy's Expected Result/Impact: Tier one learning and increased student growth progress will result in higher RIT/success percentages along with higher first time tester success rates in STAAR testing as well. Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Coach, MCL/MTRT Title I: 2.51, 2.52, 2.53, 2.534, 2.535 - 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 - Additional Targeted Support Strategy Problem Statements: Student Achievement 2 - Staff Quality, Recruitment, and Retention 1, 2	Formative			Summative
	Oct	Jan	Mar	May
				940
Strategy 2 Details	Reviews			
Strategy 2: Students will benefit from incentive-based activities and events to reward and focus on student success in the school setting. Strategy's Expected Result/Impact: Increase in student desire to succeed academically, focus on attendance and good citizenship. Staff Responsible for Monitoring: Principal, Campus Administration, AP Coordinator, Broncho Polo Staff, Counseling Dept. Title I: 2.51, 2.52, 2.53 - 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 - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: School Culture and Climate 1, 2	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Focus on staff professional development in soft skills and relationship-building. Strategy's Expected Result/Impact: Increase in student desire to succeed academically, focus on attendance and good citizenship. Staff Responsible for Monitoring: Principal, Campus Administration Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: School Culture and Climate 1, 2		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

941

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing. Root Cause: Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.
School Culture and Climate
Problem Statement 1: Students behavior issues carry over into the school setting (referrals). Root Cause: Students need additional personal and campus supports. Teachers, students and administration need more accountability through procedures and routines. Problem Statement 2: Student attendance progressively deteriorates from the 9th grade to 12th grade levels. Campus-wide attendance performance is sub-90%. Root Cause: Campus layout and location creates obstacles with student mobility from class to class. There are substantial opportunities for students to fail to arrive to class in a timely manner due to both home/family dynamics off-campus and peer distractions while on campus. On-campus strategies and systems to deter truancy and tardiness do not accomplish desired expectations.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Non-highly qualified teachers and instructional facilitators are teaching in all areas. Root Cause: Lack of highly qualified pool of teachers applying to the district. Problem Statement 2: High need for coaching in curriculum and instruction. Root Cause: Non-highly qualified teachers without training.

Board Goal 5: Culture of Excellence

Performance Objective 2: Increase student/parent/community connectedness through incentive-based events and inclusive activities for all on the Odessa HS campus throughout the 2025-2026 school year.

Evaluation Data Sources: Campus Calendar, Student/Teacher/Parent Feedback Surveys

Strategy 1 Details	Reviews			
Strategy 1: Creation of Title One Lead Team Members to coordinate, monitor and lead school/community/parent/student engagement events and activities. Strategy's Expected Result/Impact: Increase student/parent/community connectedness Staff Responsible for Monitoring: Principal, Campus Administration, Title 1 Leads Title I: 2.51, 2.52, 2.53 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: School Culture and Climate 1, 2	Formative			Summative
	Oct	Jan	Mar	May
				942
Strategy 2 Details	Reviews			
Strategy 2: Budget and conduct cyclical planning to secure funding for community connectedness events and education opportunities for non-students associated with Odessa HS. Strategy's Expected Result/Impact: Increase student/parent/community connectedness Staff Responsible for Monitoring: Principal, Campus Administration, Title 1 Leads Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: School Culture and Climate 1, 2	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Maintain accurate reporting and complete submission to support Economically-Disadvantaged rate. Strategy's Expected Result/Impact: Increase student/parent/community connectedness, maintains equal comparison groups for accountability and funding Staff Responsible for Monitoring: Principal, Campus Administration, Title 1 Leads Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - 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 - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 2 - School Culture and Climate 1, 2	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

943

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing. Root Cause: Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.
School Culture and Climate
Problem Statement 1: Students behavior issues carry over into the school setting (referrals). Root Cause: Students need additional personal and campus supports. Teachers, students and administration need more accountability through procedures and routines. Problem Statement 2: Student attendance progressively deteriorates from the 9th grade to 12th grade levels. Campus-wide attendance performance is sub-90%. Root Cause: Campus layout and location creates obstacles with student mobility from class to class. There are substantial opportunities for students to fail to arrive to class in a timely manner due to both home/family dynamics off-campus and peer distractions while on campus. On-campus strategies and systems to deter truancy and tardiness do not accomplish desired expectations.

Ector County Independent School District

Pease Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



944

Mission Statement

Pease Elementary, where every student receives a high-quality, personalized education that fosters strong foundational skills to become global citizens. A world-class campus empowering compassionate, curious, and resilient global citizens through individualized, reflective teaching and learning. We foster knowledgeable and caring young people who promote a better, more peaceful world through intercultural understanding and respect, driven by high expectations and mutual accountability in a nurturing and inclusive community.

Vision

Pease Elementary, where every student receives a high-quality, personalized education that fosters strong foundational skills to become global citizens.

945

Value Statement

We are the Pease Mustangs.

We are kind and polite.

We are hard workers.

We are good citizens.

We are COLLEGE BOUND.

We will succeed.

Go, Mustangs!

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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. 16

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Board Goals

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

Performance Objective 1: By May 2026, 40% of 3rd-5th grade students will meet or exceed the "Meets" standard on STAAR Reading and Math, progressing toward the district goal of 48% by 2029.

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, 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%

947

Evaluation Data Sources: STAAR Results, Checkpoints, iReady Diagnostic Assessments, Lesson Plan and Walkthrough Data, Student Data Conferences & Goal-Setting Artifacts

Strategy 1 Details	Reviews			
Strategy 1: Teachers will deliver rigorous, TEKS-aligned Tier 1 instruction that is backward-planned using STAAR blueprints, item-level analysis, and Know & Show trackers to ensure priority standard coverage. Instruction will include frequent use of STAAR question stems and released item formats to build student familiarity with assessment expectations. Strategy's Expected Result/Impact: Increased percentage of students meeting the "Meets" standard on STAAR Reading and Math; improved alignment between instruction and assessment; increased student familiarity with STAAR format and rigor. Staff Responsible for Monitoring: Principal, Principal Intern, MCLs Title I: 2.52, 2.53, 2.531, 2.533, 2.535 - 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 - Targeted Support Strategy Problem Statements: Student Achievement 1 Funding Sources: Opportunity Culture Stipends - Title One School-wide - \$75,000	Formative			Summative
	Oct	Jan	Mar	May
				948
Strategy 2 Details	Reviews			
Strategy 2: Small group instruction will be guided by formative data (iReady, HMH, MAP, Checkpoints) and will prioritize students performing just below the "Meets" standard. Flexible student groupings will be adjusted every 2-3 weeks based on data, and instructional support will be provided through co-teaching and modeling by Multi-Classroom Leaders (MCLs) and Master Team Reach Teachers (MTRTs). Strategy's Expected Result/Impact: Increased percentage of students transitioning from Approaches to Meets standard on STAAR Reading and Math; improved targeted intervention for students needing support; greater student growth on iReady, MAP, and STAAR assessments. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, MTRTs Title I: 2.52, 2.53, 2.531, 2.533, 2.535 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Opportunity Culture stipends - Title One School-wide	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Teachers will participate in weekly data meetings to analyze checkpoint data, identifying trends and adjusting instructional plans accordingly. Students will participate in data conferences throughout the year to set personal goals and track their own academic progress. Strategy's Expected Result/Impact: Improved teacher clarity and instructional planning that leads to increased student achievement and academic growth. Students will become more engaged in their learning by tracking their own progress and setting personal academic goals. Instructional adjustments will result in closing performance gaps among student subgroups. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, MTRTs, Classroom Teachers Title I: 2.52, 2.53, 2.531, 2.533, 2.535 - 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 Problem Statements: Student Achievement 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 4 Details		Reviews			
Strategy 4: Instructional coaching and professional development in International Baccalaureate Primary Years Programme (IB PYP) support will focus on building teacher capacity to deliver high-rigor, STAAR-aligned instruction. Campus leaders and MCLs will lead weekly coaching cycles, provide real-time feedback, model lessons, and facilitate learning laps with an emphasis on comprehension, math discourse, and alignment to STAAR Meets and Masters rigor. To reinforce this work, spiral review and STAAR-style practice will be embedded throughout instruction using released items, multi-step problem-solving tasks, and close reading strategies. Strategy's Expected Result/Impact: Improved instructional rigor and alignment across classrooms, resulting in increased student performance on STAAR. Teachers will demonstrate greater confidence and effectiveness in delivering lessons at the Meets/Masters level. Students will become more familiar with STAAR item types and demonstrate increased success in applying comprehension and problem-solving strategies. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, MTRTs, IB Coordinator Title I: 2.52, 2.53, 2.531, 2.533, 2.535 - 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 - Targeted Support Strategy Problem Statements: Student Achievement 1 Funding Sources: IB PYP Training, Toddle - Local - \$28,000		Formative			Summative
		Oct	Jan	Mar	May

949



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Student performance on STAAR remains below district goals for Meets standard in Reading and Math. **Root Cause:** Many teachers lack consistent support and training in aligning daily instruction to the depth, complexity, and format of STAAR "Meets" expectations. Instruction often focuses on surface-level coverage of TEKS rather than rigorous application and higher-order thinking required to reach the Meets standard.

950

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, at least 60% of students in K-5 will perform within the 41st-60th percentile achievement band on the end-of-year MAP Growth Reading and Math assessments, progressing toward mastery-level performance in later years.

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%

Evaluation Data Sources: NWEA MAP Growth Assessment Reports, MAP Student Progress Reports, iReady

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May ⁹⁵¹
Strategy 1: Implement data-driven small group instruction in reading and math across all K-5 classrooms, supported by PLCs and coaching. Teachers will use MAP Growth data, HMH module assessments, iReady, and checkpoint assessments to identify students in the 41st-60th percentile band and provide targeted small-group interventions at least three times per week. Multi-Classroom Leaders (MCLs) and instructional coaches will model lessons, provide feedback, and monitor the fidelity of small-group implementation to ensure students receive personalized support that accelerates growth toward mastery. Strategy's Expected Result/Impact: Achievement gaps will narrow as more students progress from the approaching level toward meeting or mastering standards, positioning them for long-term academic success. Staff Responsible for Monitoring: Principal, Principal Intern, IB Coordinator, MCLs, MTRTs Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 3, 4, 5 Funding Sources: Opportunity Culture Stipends - Title One School- Improvement - \$75,000				

Strategy 2 Details		Reviews			
Strategy 2: Provide after-school tutoring for students identified as performing below the Meets standard on STAAR or within the 21st-40th percentile on MAP Growth, with tutoring led by high-performing teachers. Instruction will focus on reteaching priority TEKS, building comprehension and problem-solving skills, and preparing students for STAAR rigor. Strategy's Expected Result/Impact: Accelerated growth for students performing below grade level; increased percentage of students moving from Approaches to Meets on STAAR and from below 41st percentile into the 41st-60th percentile achievement band on MAP. Staff Responsible for Monitoring: Principal, MCLs, MTRTs, and After-School Tutoring Lead Teachers. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 3, 4, 5 Funding Sources: Tutoring Funds - Title One School- Improvement - \$15,000		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					952

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Student performance on STAAR remains below district goals for Meets standard in Reading and Math. Root Cause: Many teachers lack consistent support and training in aligning daily instruction to the depth, complexity, and format of STAAR "Meets" expectations. Instruction often focuses on surface-level coverage of TEKS rather than rigorous application and higher-order thinking required to reach the Meets standard.
Problem Statement 2: A significant number of 3rd-grade students at Pease Elementary are not reading on grade level, with current performance on the STAAR Reading assessment and MAP Growth data showing that the majority of students are performing below the "Meets" standard and the 41st-60th percentile achievement band. This reading gap limits students' ability to access grade-level content and meet expectations. Root Cause: Inconsistent implementation of structured literacy practices and a lack of targeted, data-driven small group instruction have contributed to gaps in foundational reading skills. Teachers require ongoing support to align instruction with both TEKS and MAP reading domains, while students have limited opportunities for goal setting and ownership of their reading growth.
Problem Statement 3: Instructional practices vary in rigor and alignment to TEKS/STAAR, resulting in uneven student outcomes across classrooms. Root Cause: Teachers require ongoing coaching and professional development to consistently implement high-quality, STAAR-aligned instruction.
Curriculum, Instruction, and Assessment
Problem Statement 3: The Saxon phonics curriculum is implemented with fidelity, but structured literacy practices beyond phonics are unevenly embedded in daily instruction, limiting student growth in comprehension and writing. Root Cause: Professional learning has not yet fully bridged foundational reading practices with higher-level literacy instruction. Teachers need ongoing support to integrate phonics, vocabulary, comprehension, and writing into a cohesive literacy block.

Curriculum, Instruction, and Assessment

Problem Statement 4: While coaching, instructional rounds, and learning laps are used, teacher uptake and transfer of feedback vary, resulting in uneven implementation of high-impact strategies across classrooms. **Root Cause:** Instructional coaching cycles are not yet systematically differentiated to meet the needs of novice, developing, and advanced teachers. Feedback loops sometimes lack follow-up accountability or modeling for effective transfer into classroom practice.

Problem Statement 5: Classroom instruction at Pease is not yet consistently rigorous or aligned to the depth of the TEKS and IB PYP framework. Walkthroughs and assessment data indicate variability in lesson delivery, student engagement, and use of inquiry-based practices, which limits student achievement at the "Meets" and "Masters" levels on STAAR. **Root Cause:** Teachers have inconsistent support and training in delivering rigorous, inquiry-based Tier 1 instruction that integrates TEKS and IB PYP practices. PLCs and coaching cycles are not yet fully leveraged to deepen teacher capacity in lesson design, questioning techniques, and differentiation, leading to uneven implementation of best practices across classrooms.

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, at least 45% of 3rd-grade students at Pease Elementary will achieve the "Meets" standard or higher on the STAAR Reading assessment, and at least 60% of 3rd-grade students will score within the 41st-60th percentile achievement band on the Spring MAP Growth Reading assessment.

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: STAAR Reading Results, MAP Growth (Reading), iReady Reading Diagnostic, HMH Weekly/Module Assessments, student data folders, checkpoints

Strategy 1 Details	Reviews954			
Strategy 1: Teachers will deliver daily, structured reading instruction using Saxon Phonics, HMH modules, and guided reading aligned to TEKS and MAP skills. MCLs and MTRTs will model lessons and support implementation to ensure all components of reading--decoding, fluency, vocabulary, and comprehension. Strategy's Expected Result/Impact: Students will demonstrate stronger foundational reading skills, including improved decoding accuracy, oral reading fluency, vocabulary development, and comprehension. Increased instructional consistency and alignment to TEKS and MAP skills will support more students reaching grade-level expectations. As a result, 3rd grade students will show growth on MAP Reading assessments and an increase in the percentage of students achieving the "Meets" standard on STAAR Reading. Staff Responsible for Monitoring: Classroom Teachers, Multi-Classroom Leaders (MCLs), IB Coordinator, Principal Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Formative data (MAP, iReady, HMH, checkpoints) will be used to create flexible, needs-based small groups. Teachers will prioritize students below the 41st percentile and those near the Meets standard on STAAR. Groups will be adjusted every 2-3 weeks, with modeling and co-teaching support from MCLs and TRTs. Strategy's Expected Result/Impact: Targeted small group instruction will lead to accelerated growth for students performing below grade level, particularly those in the 21st-40th percentile on MAP and those approaching the Meets standard on STAAR. Regular regrouping based on formative data will ensure that instruction remains responsive to student needs, resulting in more students moving into the 41st-60th percentile band on MAP and achieving the Meets standard on STAAR Reading. Staff Responsible for Monitoring: Classroom Teachers, Multi-Classroom Leaders (MCLs), Master Team Reach Teachers (MTRTs), IB Coordinator, Principal Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May
				955
Strategy 3 Details	Reviews			
Strategy 3: Teachers will integrate STAAR-style reading questions and paired passages into weekly instruction through bell ringers, exit tickets, and close reading tasks. STAAR-aligned materials and question stems will build stamina and exposure to the test format, especially after MOY data analysis. Strategy's Expected Result/Impact: Students will become more confident and proficient in responding to STAAR-style questions through repeated exposure to assessment-aligned materials. Increased familiarity with STAAR format, vocabulary, and question stems will build reading stamina and improve performance on multi-step comprehension tasks. This consistent practice will lead to a higher percentage of students achieving the "Meets" standard on the STAAR Reading assessment. Staff Responsible for Monitoring: Classroom Teachers, Multi-Classroom Leaders (MCLs), Master Team Reach Teachers (MTRTs), IB Coordinator, Principal Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



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Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 2: A significant number of 3rd-grade students at Pease Elementary are not reading on grade level, with current performance on the STAAR Reading assessment and MAP Growth data showing that the majority of students are performing below the "Meets" standard and the 41st-60th percentile achievement band. This reading gap limits students' ability to access grade-level content and meet expectations. **Root Cause:** Inconsistent implementation of structured literacy practices and a lack of targeted, data-driven small group instruction have contributed to gaps in foundational reading skills. Teachers require ongoing support to align instruction with both TEKS and MAP reading domains, while students have limited opportunities for goal setting and ownership of their reading growth.

956

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, 100% of K-3 classrooms will implement structured literacy practices (phonics, vocabulary, comprehension, and fluency) aligned to the Science of Teaching Reading.

HB3 Board Goal

Indicators of Success:
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%

Evaluation Data Sources: Walkthrough & observation data, student data folders, MAP Growth Reading reports, iReady Reading progress monitoring, STAAR Reading results

Strategy 1 Details	Reviews			
Strategy 1: Teachers will deliver daily structured literacy instruction (phonics, vocabulary, fluency, comprehension) aligned to Saxon, HMH, and guided reading practices. Strategy's Expected Result/Impact: Improved foundational reading outcomes, stronger alignment to Science of Teaching Reading, and increased percentage of students meeting MAP and STAAR Reading benchmarks. Staff Responsible for Monitoring: Multi-Classroom Leaders (MCLs) will support through modeling lessons, coaching cycles, and fidelity checks. Title I: 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 3	Formative			Summative
	Oct	Jan	Mar	May
				957

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use formative assessment data (MAP Growth, iReady, HMH module assessments, fluency checks) to plan and deliver targeted small-group literacy instruction at least three times per week. Strategy's Expected Result/Impact: Increased student growth in foundational reading skills as measured by MAP Growth and classroom fluency assessments. Staff Responsible for Monitoring: MCLs and TRTs will support by modeling lessons, co-teaching, and helping teachers adjust small groups every 2-3 weeks. Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 3: Instructional practices vary in rigor and alignment to TEKS/STAAR, resulting in uneven student outcomes across classrooms. Root Cause: Teachers require ongoing coaching and professional development to consistently implement high-quality, STAAR-aligned instruction.
Curriculum, Instruction, and Assessment
Problem Statement 3: The Saxon phonics curriculum is implemented with fidelity, but structured literacy practices beyond phonics are unevenly embedded in daily instruction, limiting student growth in comprehension and writing. Root Cause: Professional learning has not yet fully bridged foundational reading practices with higher-level literacy instruction. Teachers need ongoing support to integrate phonics, vocabulary, comprehension, and writing into a cohesive literacy block.

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 2029, Pease Elementary will implement and sustain the House System to build student leadership, belonging, and accountability, resulting in 90% of students reporting a sense of connection and engagement at school (as measured by annual student surveys) and a 10% annual decrease in chronic absenteeism.

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: Panorama surveys, sign in sheets, attendance records,

Strategy 1 Details	Reviews			
Strategy 1: Implement a House System Leadership Framework where each House has student leaders (House Captains and Ambassadors) responsible for: Leading House meetings, celebrations, and service projects, supporting peers in goal-setting and tracking attendance/academic progress, and serving as liaisons between staff and students to build ownership in school culture Strategy's Expected Result/Impact: The House System Leadership Framework will increase student sense of belonging, accountability, and engagement as evidenced by: Improved student attendance rates and a reduction in chronic absenteeism, increased student participation in leadership roles and peer-led activities, higher family engagement rates at school events and House-sponsored activities, positive trends in student, staff, and parent survey data regarding school culture and connectedness. Strengthened alignment with district CCMR goals by fostering habits of responsibility, collaboration, and perseverance beginning in elementary school. Staff Responsible for Monitoring: House leaders, admin team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 3 - School Organization 3 Funding Sources: House system training - Title One School- Improvement	Formative			Summative
	Oct	Jan	Mar	May
				959
Strategy 2 Details	Reviews			
Strategy 2: House Captains and Ambassadors will facilitate quarterly "House Data Talks," where students celebrate progress, set new goals, and encourage peers toward academic and attendance achievements. Strategy's Expected Result/Impact: Increased student accountability for attendance and academics, reduced chronic absenteeism, and strengthened alignment between House culture Staff Responsible for Monitoring: teachers, administration, support staff	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 3: While Pease has strong Tier 1 behavior expectations through PBIS and TVB, student belonging and engagement remain inconsistent across grade levels, as reflected in Panorama survey data and anecdotal teacher feedback. **Root Cause:** Although the new House System and IB PYP inquiry-based practices are being implemented, these initiatives are still in the early stages. Consistent structures and cultural rituals to build student ownership, peer connections, and campus-wide pride are not yet fully embedded.

School Organization

Problem Statement 3: The new House System, introduced to build belonging and school spirit, is still in its infancy and not yet fully integrated into daily operations or aligned with instructional and behavioral systems. **Root Cause:** As the House System is new for 2025-2026, clear processes, accountability measures, and integration with existing PBIS structures are still being developed. Staff and students require additional modeling and practice for consistent implementation.

960

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: By May 2026, 90% of students at Pease Elementary will regularly review their academic data and set personal learning goals (as measured by student-led data conferences, leadership binders, and survey feedback), building habits of ownership and accountability aligned with CCMR readiness.

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, 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: Student Data Folders, MAP Growth Reports (Reading & Math), iReady Progress Monitoring

Strategy 1 Details	Reviews			
Strategy 1: Students will track progress using data folders and reflect on areas of growth and improvement. Strategy's Expected Result/Impact: Students become active participants in their learning, demonstrate increased goal ownership, and show improved alignment between academic actions and outcomes. Staff Responsible for Monitoring: classroom teachers	Formative			Summative
	Oct	Jan	Mar	May
				961
Strategy 2 Details	Reviews			
Strategy 2: Students will participate in bi-weekly goal-setting sessions tied to MAP/iReady/reading assessments, documenting goals and progress in their data folders. Strategy's Expected Result/Impact: Increased student ownership of reading growth, improved MAP reading scores, and more students moving into "Meets" on STAAR Reading. Staff Responsible for Monitoring: classroom teacher	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2026, 100% of Pease teachers will implement high-quality Tier 1 instruction aligned to TEKS and IB PYP inquiry-based practices with fidelity, as measured by classroom walkthroughs, lesson plan reviews, and student performance data, resulting in at least a 10% increase in students achieving "Meets" or higher on STAAR Reading and Math compared to 2025 baseline data.

Evaluation Data Sources: Classroom Walkthrough & Observation Data (Eduphoria, MCL coaching logs, administrator observations)

Lesson Plan Reviews (alignment to TEKS, rigor, IB PYP inquiry practices)

STAAR Results - percentage of students at Meets and Masters levels in Reading and Math

NWEA MAP Growth Reports - beginning, middle, and end-of-year progress monitoring

Checkpoints (HMH module assessments, iReady, campus-developed assessments)

PLC Documentation & Data Protocols - evidence of data-driven planning and reteach cycles

IB PYP Implementation Rubric & Reflection Logs

962

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement weekly PLCs and vertical teaming cycles focused on aligning TEKS, IB PYP units of inquiry, and lesson delivery models. PLCs will emphasize data-driven planning, reteach protocols, and integration of inquiry-based practices. Multi-Classroom Leaders (MCLs) and administrators will provide ongoing coaching, modeling, and feedback to ensure rigorous, student-centered Tier 1 instruction is delivered with fidelity across all grade levels. Strategy's Expected Result/Impact: Teachers will consistently deliver rigorous, inquiry-based Tier 1 instruction aligned to both TEKS and IB PYP practices. Students will demonstrate stronger engagement and ownership of their learning through inquiry cycles and goal setting. Classroom walkthrough and lesson plan data will show increased alignment to standards and instructional best practices. Student performance will improve, reflected in at least a 10% increase in the percentage of students meeting or exceeding "Meets" on STAAR Reading and Math by May 2026. Staff Responsible for Monitoring: Principal & Assistant Principal - monitor implementation, provide instructional leadership, and ensure accountability. Multi-Classroom Leaders (MCLs) - coach, model, and support teachers in lesson planning, delivery, and data-driven practices. Grade-Level Teachers - collaborate in PLCs, implement Tier 1 instruction with fidelity, and track student progress. IB PYP Coordinator - ensure alignment of inquiry practices and support teachers in integrating PYP units into daily instruction. Title I: 2.51, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 3, 4, 5 Funding Sources: Title 1 Flex Paraprofessional - Title One School- Improvement - \$33,000				963

Strategy 2 Details		Reviews			
Strategy 2: Teachers will participate in monthly lesson study cycles, where grade-level teams collaboratively design, teach, observe, and reflect on lessons aligned to TEKS and IB PYP inquiry practices. Strategy's Expected Result/Impact: Increased alignment of Tier 1 instruction to TEKS rigor and IB PYP framework. Staff Responsible for Monitoring: Principal, IB Coordinator, MCLs, Grade-Level Team Leads Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

964

Student Achievement
Problem Statement 3: Instructional practices vary in rigor and alignment to TEKS/STAAR, resulting in uneven student outcomes across classrooms. Root Cause: Teachers require ongoing coaching and professional development to consistently implement high-quality, STAAR-aligned instruction.
Curriculum, Instruction, and Assessment
Problem Statement 3: The Saxon phonics curriculum is implemented with fidelity, but structured literacy practices beyond phonics are unevenly embedded in daily instruction, limiting student growth in comprehension and writing. Root Cause: Professional learning has not yet fully bridged foundational reading practices with higher-level literacy instruction. Teachers need ongoing support to integrate phonics, vocabulary, comprehension, and writing into a cohesive literacy block.
Problem Statement 4: While coaching, instructional rounds, and learning laps are used, teacher uptake and transfer of feedback vary, resulting in uneven implementation of high-impact strategies across classrooms. Root Cause: Instructional coaching cycles are not yet systematically differentiated to meet the needs of novice, developing, and advanced teachers. Feedback loops sometimes lack follow-up accountability or modeling for effective transfer into classroom practice.
Problem Statement 5: Classroom instruction at Pease is not yet consistently rigorous or aligned to the depth of the TEKS and IB PYP framework. Walkthroughs and assessment data indicate variability in lesson delivery, student engagement, and use of inquiry-based practices, which limits student achievement at the "Meets" and "Masters" levels on STAAR. Root Cause: Teachers have inconsistent support and training in delivering rigorous, inquiry-based Tier 1 instruction that integrates TEKS and IB PYP practices. PLCs and coaching cycles are not yet fully leveraged to deepen teacher capacity in lesson design, questioning techniques, and differentiation, leading to uneven implementation of best practices across classrooms.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2026, 100% of Pease students will engage in consistent formative feedback and reflection practices, resulting in a minimum 10% increase in student engagement scores on Panorama surveys and observable evidence of student ownership of learning in 90% of classrooms.

Evaluation Data Sources: Panorama survey

Strategy 1 Details	Reviews			
Strategy 1: Teachers will embed structured feedback cycles (exit tickets, conferencing, peer feedback) at least twice weekly, using prompts aligned to lesson objectives. Strategy's Expected Result/Impact: Students will show stronger engagement and ownership by acting on feedback, leading to improved academic performance and higher Panorama engagement scores. Staff Responsible for Monitoring: classroom teachers	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in monthly "Learning Laps" to observe and share best practices for student engagement and feedback integration. Strategy's Expected Result/Impact: Increased consistency of classroom excellence, stronger peer collaboration, and improved instructional practices that drive student participation and ownership of learning. Staff Responsible for Monitoring: Multi-Classroom Leaders (MCLs) will model strategies that highlight visible student thinkin	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 1: Pease Elementary will increase the percentage of students who report a strong sense of belonging and engagement from 47% to 55% by the end of the 2025-2026 school year, as measured by the Spring Panorama survey.

Evaluation Data Sources: Panorama surveys, discipline referrals will decrease

Strategy 1 Details	Reviews			
Strategy 1: Implement the House System to build positive relationships, school spirit, and cross-grade mentorship opportunities. Strategy's Expected Result/Impact: Implementation of the House System will foster stronger peer-to-peer and student-teacher relationships, resulting in increased student sense of belonging as reflected in Panorama survey data, higher student engagement in campus activities, and a decrease in discipline referrals across grade levels. Staff Responsible for Monitoring: Principal & Assistant Principal - oversee implementation and ensure alignment with campus vision. Counselor - monitor student engagement and social-emotional needs tied to belonging. Teachers & House Teacher Leads - integrate House activities in classrooms, provide feedback, and track student progress. ESF Levers: Lever 3: Positive School Culture Problem Statements: School Organization 3	Formative			Summative
	Oct	Jan	Mar	May
				966
Strategy 2 Details	Reviews			
Strategy 2: Leadership team and MCLs will conduct monthly "Excellence in Action Walks," highlighting classrooms and student work that exemplify rigor, collaboration, and IB Learner Profile attributes. Strategy's Expected Result/Impact: Stronger collaboration among staff through shared recognition of effective strategies. Staff Responsible for Monitoring: Principal, Assistant Principal, IB Coordinator, MCLs Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Organization

Problem Statement 3: The new House System, introduced to build belonging and school spirit, is still in its infancy and not yet fully integrated into daily operations or aligned with instructional and behavioral systems. **Root Cause:** As the House System is new for 2025-2026, clear processes, accountability measures, and integration with existing PBIS structures are still being developed. Staff and students require additional modeling and practice for consistent implementation.

Board Goal 5: Culture of Excellence

Performance Objective 2: Pease Elementary will increase student attendance rates from 92.2% to 95% across all grade levels by the end of the 2025-2026 school year.

Evaluation Data Sources: attendance records, parent communication logs regarding attendance, campus incentive program participation data

Strategy 1 Details	Reviews			
Strategy 1: Launch a tiered attendance incentive system (House points, monthly recognition, class trophies, and campus-wide celebrations). Strategy's Expected Result/Impact: The tiered attendance incentive system will motivate students and families to prioritize daily attendance, leading to improved student attendance rates across all grade levels (increasing from 92.2% to 95%). Additionally, stronger accountability and recognition will foster a positive school culture where students are celebrated for consistency, resulting in fewer chronic absenteeism cases and stronger alignment to the district's attendance goals. Staff Responsible for Monitoring: Principal & Assistant Principal - oversee campus-wide attendance goals, ensure incentives are implemented with fidelity. Attendance Clerk / PEIMS Clerk - track daily attendance data, monitor chronic absenteeism, and provide reports. Counselor - support students with attendance barriers, communicate with families, and track attendance-related interventions. House System Team - manage House point allocation and oversee recognition events tied to attendance. Teachers - reinforce attendance expectations daily, celebrate classroom-level attendance wins, and communicate concerns to administration. TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1 - Family and Community Engagement 3	Formative			Summative
	Oct	Jan	Mar	May
				968
Strategy 2 Details	Reviews			
Strategy 2: Integrate attendance into the House System by awarding daily and weekly House points for perfect attendance and improved attendance streaks. Each month, the House with the highest attendance rate will be recognized in assemblies, newsletters, and social media. Strategy's Expected Result/Impact: Increased motivation for students to attend school consistently through positive peer competition. Staff Responsible for Monitoring: House Leaders, Attendance Clerk, Principal, MCLs	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Although PEIMS attendance rates increased to 92.2% in 2024-2025, attendance has remained a persistent area of concern since the COVID-19 pandemic.

Root Cause: Lingering post-COVID health habits, such as families keeping students home for mild illnesses, combined with transportation barriers, inconsistent household routines, and limited family engagement in emphasizing daily attendance, contribute to ongoing attendance concerns that are not fully addressed by current incentive and accountability systems.

Family and Community Engagement

Problem Statement 3: Student attendance at Pease Elementary remains below the district target, with chronic absenteeism impacting learning outcomes and contributing to academic achievement gaps. Current campus attendance rate is 92.2%, falling short of the 95% goal. **Root Cause:** Inconsistent family engagement around the importance of daily attendance, lingering post-COVID attendance habits, and barriers such as transportation and health concerns contribute to student absences. Additionally, the lack of a consistent, tiered incentive and accountability system has limited the campus's ability to reinforce strong attendance habits.

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Ector County Independent School District

Permian High School

2025-2026 Board Goals/Performance Objectives/Strategies



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Board Goals

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

Performance Objective 1: By May 2026, the percentage of students achieving or exceeding their READING RIT goal will increase from 68% to 70%.

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: MAP, EOCs, Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning levels and adjust lessons accordingly. Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Permian Administrators will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. Strategy's Expected Result/Impact: Tier 1 instruction will improve. Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals 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 3 Details	Reviews			
Strategy 3: High-dosage tutoring will be implemented using district checkpoints and MAP assessments to create individual instruction to increase student growth. Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Multi-Classroom Leaders (MCLs), Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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, the percentage of students achieving or exceeding their MATH RIT goal will increase from 48% to 52%.

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%

Evaluation Data Sources: MAP, EOCs, Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning levels and adjust lessons accordingly. Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers TEA Priorities: Build a foundation of reading and math - 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: Permian Administrators will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. Strategy's Expected Result/Impact: Tier 1 instruction will improve. Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals 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 3 Details	Reviews			
Strategy 3: High-dosage tutoring will be implemented using district checkpoints and MAP assessments to create individual instruction to increase student growth. Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Multi-Classroom Leaders (MCLs), Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

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: The percentage of students scoring meets or exceeds standard on Algebra I EOC will increase to 39% as measured by 2026 STAAR.

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%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: MAP, EOCs, Checkpoints

Strategy 1 Details		Reviews			
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly. Strategy's Expected Result/Impact: Student growth and achievement will increase. Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Multi-Classroom Teachers (MCLs), Teachers 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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					976
Strategy 2 Details		Reviews			
Strategy 2: Permian Administrators will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. Strategy's Expected Result/Impact: Tier 1 instruction will improve. Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals 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 5: Effective Instruction		Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: High dosage tutoring will be implemented using district checkpoints and MAP assessments to create individual instruction to increase student growth. Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR EOCs. Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Multi-Classroom Leaders (MCLs), Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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No Progress Accomplished Continue/Modify Discontinue				

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 4: The percentage of students scoring meets or exceeds standard on English I EOC will increase to 39% as measured by 2026 STAAR.

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%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Evaluation Data Sources: MAP, EOCs, Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly. Strategy's Expected Result/Impact: Student achievement will increase. Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Multi-Classroom Teachers (MCLs), Teachers 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
	Oct	Jan	Mar	May
				978
Strategy 2 Details	Reviews			
Strategy 2: Permian Administrators will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. Strategy's Expected Result/Impact: Tier 1 instruction will improve. Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals 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 5: Effective Instruction	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: High dosage tutoring will be implemented using district checkpoints and MAP assessments to create individual instruction to increase student growth. Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Multi-Classroom Leaders (MCLs), Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

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 5: The percentage of students scoring meets or exceeds standard on English II EOC will increase to 43% as measured by 2026 STAAR.

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%

Evaluation Data Sources: MAP, EOCs, Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly. Strategy's Expected Result/Impact: Student achievement will increase. Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Multi-Classroom Teachers (MCLs), Teachers 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
	Oct	Jan	Mar	May
				980
Strategy 2 Details	Reviews			
Strategy 2: Permian Administrators will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. Strategy's Expected Result/Impact: Tier 1 instruction will improve. Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals 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 5: Effective Instruction	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: High dosage tutoring will be implemented using district checkpoints and MAP assessments to create individual instruction to increase student growth. Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Multi-Classroom Leaders (MCLs), Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

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 6: The percentage of students scoring meets or exceeds standard on Biology EOC will increase to 46% as measured by 2026 STAAR.

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: MAP, EOCs, Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly. Strategy's Expected Result/Impact: Student achievement will increase. Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Multi-Classroom Teachers (MCLs), Teachers 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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Strategy 2 Details	Reviews			
Strategy 2: Permian Administrators will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. Strategy's Expected Result/Impact: Tier 1 instruction will improve. Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals 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 5: Effective Instruction	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: High dosage tutoring will be implemented using district checkpoints and MAP assessments to create individual instruction to increase student growth. Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Multi-Classroom Leaders (MCLs), Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	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 7: The percentage of students scoring meets or exceeds standard on History EOC will increase to 45% as measured by 2026 STAAR.

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: MAP, EOCs, Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly. Strategy's Expected Result/Impact: Student achievement will increase. Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Multi-Classroom Teachers (MCLs), Teachers 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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Strategy 2 Details	Reviews			
Strategy 2: Permian Administrators will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. Strategy's Expected Result/Impact: Tier 1 instruction will improve. Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals 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 5: Effective Instruction	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: High dosage tutoring will be implemented using district checkpoints and MAP assessments to create individual instruction to increase student growth. Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Multi-Classroom Leaders (MCLs), Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, 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.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: Permian High School will increase the percentage of current seniors meeting at least one CCMR accountability indicator by the fall of the senior year to 50% by 2026.

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: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
Strategy 1: Increase the percentage of students meeting TSIA2 college readiness standards prior to Senior year by implementing targeted academic interventions, enhanced test preparation resources, and ongoing progress monitoring to support student success. Strategy's Expected Result/Impact: Student achievement on TSIA2 assessments will improve by 10% compared to the previous year, with a measurable rise in the percentage of students meeting TSIA2 requirements prior to Senior year. Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, CCMR Coordinator, College and Career Advisor, Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Collaborate with partnering institutions, Odessa College and UTPB, to expand dual credit opportunities by integrating them into educational planning. The Campus CCMR Coordinator, CTE Counselor, School Counselors, and College Advisor will actively promote and enroll students--particularly in earlier grade levels--in dual credit courses. ECISD will continue to broaden access to dual credit, CTE programs, AP, and military-aligned pathways to ensure all students are prepared for postsecondary success. Strategy's Expected Result/Impact: Dual Credit enrollment will increase by at least 20% compared to the previous year, with a minimum of 30% of new enrollments coming from students in grades 9-11. Our CTE and AP programs will show an additional increase, demonstrating expanded access and early engagement in postsecondary preparation. Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, CCMR Coordinator, College and Career Advisor, Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: To strengthen college and career readiness by partnering with Odessa College and UTPB to provide students and parents in grades 8-12 with comprehensive information on career pathways and academic opportunities. This initiative will ensure incoming freshmen clearly understand all available academic options, empowering them to select and successfully complete their chosen pathway through effective advising, resources, and ongoing support for both students and families. Strategy's Expected Result/Impact: Improved student retention and successful completion rates within chosen pathways, supported by effective advising. Students who complete the chosen pathways are more likely to graduate with a level 1 or 2 certification. Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, CCMR Coordinator, CTE Counselor, College and Career Advisor, Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning		Formative			Summative
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Strategy 4 Details		Reviews			
Strategy 4: Establish a strong foundation for post-secondary success by building early awareness of college, career, military, and workforce opportunities. Through middle school career exploration events, a structured advising curriculum, and active parent engagement, we will equip students and families with the knowledge, skills, and resources needed to make informed decisions and prepare for future pathways. Strategy's Expected Result/Impact: By the end of the academic year, at least 50% of our students and their families will demonstrate increased awareness and understanding of all post secondary options that include college, career, military and workforce pathways. This early engagement will lead our students and families to make clear decisions on their future academics and career planning before entry into high school. Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, CTE Counselor, College and Career Advisor, Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning		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 91% by May 2029.

Performance Objective 2: Permian High School's four-year campus graduation rate will increase to 90% for the Class of 2026.

Indicators of Success:
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: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
Strategy 1: Permian High School's average daily attendance will increase to 95%. Strategy's Expected Result/Impact: As daily attendance increases, more students will be on track to graduate. Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Teachers, Social Workers TEA Priorities: Connect high school to career and college - 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: Campus leaders will proactively track and monitor students to intervene when students show early signs of attendance, behavior, and academic concerns. Intensive individualized support will be provided for students who have fallen off track and a plan will be created that leads to graduation. Strategy's Expected Result/Impact: Identifying struggling students and providing early intervention will lead to an increase in graduation rates. Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Counselors, Teachers, Social Workers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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Board Goal 4: Classroom Excellence

Performance Objective 1: Additional systems will be implemented in the 2025-26 school year to improve attendance and reduce tardies.

Evaluation Data Sources: PEIMS

Strategy 1 Details	Reviews			
Strategy 1: All teachers will greet students at the doorway to their classrooms and scan student IDs for attendance. Strategy's Expected Result/Impact: Attendance will improve, as students will be in class and have less opportunity to skip classes, leave campus, and roam the hallways. Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Teachers, Social Workers TEA Priorities: Connect high school to career and college - 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: Permian High School will implement Focus Digital Hall Pass system in every classroom to enhance monitoring of hallways. Strategy's Expected Result/Impact: Attendance will improve, as students will be in class and have less opportunity to skip classes, leave campus, and roam the hallways. Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Teachers, Social Workers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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Board Goal 4: Classroom Excellence

Performance Objective 2: Tier 1 instruction will improve, resulting in an increase in student growth and achievement.

Evaluation Data Sources: Short-cycle assessments, MAP, EOCs

Strategy 1 Details	Reviews			
Strategy 1: Weekly walkthroughs will include Get Better Faster "look fors" to support teachers with real-time coaching and feedback. Strategy's Expected Result/Impact: Student growth and achievement will increase. Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Multi-Classroom Teachers (MCLs), Teachers 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: PHS will coordinate with ECISD's Academic and Assessment Department to host quarterly data tours for Administrators, Department Chairs, MCLs, and teachers in EOC-tested subjects to disaggregate data to assess students' learning level and adjust instruction accordingly. Strategy's Expected Result/Impact: Student growth and achievement will increase. Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Multi-Classroom Teachers (MCLs), Teachers 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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Board Goal 5: Culture of Excellence

Performance Objective 1: Permian High School will raise the School Connectedness indicator of the Panorama survey from 50% to 63% by May 2025.

Evaluation Data Sources: Panorama Surveys

Strategy 1 Details	Reviews			
Strategy 1: Permian High School will continue to provide daily SEL curriculum through iLead. Strategy's Expected Result/Impact: Students' social and emotional well-being will improve by 5% as measured through Panorama surveys. Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Counselors, Teachers TEA Priorities: Connect high school to career and college - 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: Permian High School will seek input from student advisory groups to address areas of the Panorama survey needing improvement, specifically school connectedness. Strategy's Expected Result/Impact: There will be an increase of 5% in student connectedness as measured through Panorama surveys. Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Counselors, Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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Board Goal 5: Culture of Excellence

Performance Objective 2: Permian High School will proactively build relationships and enhance communication with students and families.

Evaluation Data Sources: Panorama surveys

Strategy 1 Details	Reviews			
Strategy 1: Permian High School will utilize Focus, Permian's website and social media platforms to proactively communicate with students and parents. Strategy's Expected Result/Impact: There will be an increase of 5% in student connectedness as measured through Panorama surveys. Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Counselors, Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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				994
Strategy 2 Details	Reviews			
Strategy 2: Permian High School will provide additional opportunities for parents and the community to visit the campus. (Meet the teacher nights, fine art concerts, academic ceremonies) Strategy's Expected Result/Impact: There will be an increase of 5% in student connectedness as measured through Panorama surveys. Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Counselors, Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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Ector County Independent School District

Reagan Academic Magnet

2025-2026 Board Goals/Performance Objectives/Strategies



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Mission Statement

The mission of Ector County ISD is to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society.

Reagan's Mission Statement

The Elementary Magnet School at Reagan is committed to the belief that each student will develop to his potential within a positive learning community. Our students will demonstrate exemplary personal character, social responsibility, and intellectual, emotional, and physical excellence.

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Board Goals

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

Performance Objective 1: By May of 2026, students performing at the Mastery level on 3rd-5th Math STAAR will increase from 50% to 51%.

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, MAP, Checkpoints and Teacher created tests

Strategy 1 Details	Reviews 998			
Strategy 1: Reagan will be piloting Go Math curriculum. Strategy's Expected Result/Impact: We expect to raise MAP and STAAR scores Staff Responsible for Monitoring: Teachers, Leadership and Math Curriculum department 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 Problem Statements: Student Achievement 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Reagan teachers will be creating our own Checkpoint's based on curriculum we will be piloting. Strategy's Expected Result/Impact: Increase mastery level on STAAR and MAP Staff Responsible for Monitoring: Teachers, Leadership and Math curriculum Problem Statements: School Culture and Climate 1	Formative			Summative
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Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: In the 2024-2025 STAAR Math 16% of 3rd-5th did not reach approaches level. Root Cause: Students needed more individual instruction within small groups.
School Culture and Climate
Problem Statement 1: In the 2024-2025 Panorama Engagement was at 55%. Root Cause: Students at or above grade level needs are not being met.

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

Performance Objective 2: By May of 2026, students performing at the Mastery level on 3rd-5th Reading/Language Arts STAAR will increase from 62% to 63%.

Strategy 1 Details		Reviews			
Strategy 1: Staff members will be Masked Readers monthly. Strategy's Expected Result/Impact: Encourage students to read and enjoying reading. Staff Responsible for Monitoring: Reagan staff and Leadership Problem Statements: School Culture and Climate 1		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Genre Challenge to encourage reading in all grade levels. Strategy's Expected Result/Impact: Students will love reading and try new genres. Staff Responsible for Monitoring: Librarian, Teachers and Leadership		Formative			Summative
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Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: In the 2024-2025 Panorama Engagement was at 55%. Root Cause: Students at or above grade level needs are not being met.

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, students performing at the Mastery level on 3rd-5th Science STAAR will increase from 76% to 77%.

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

Evaluation Data Sources: STAAR Science 5th and MAP in lower grades

Strategy 1 Details	Reviews			
Strategy 1: Science Fair Strategy's Expected Result/Impact: Students will be able to learn and implement the Scientific Method. Staff Responsible for Monitoring: Teachers, Leadership	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Weekly Science Lab requirements Strategy's Expected Result/Impact: Science hands on activities will prepare students for 5th STAAR Staff Responsible for Monitoring: Teachers and Leadership	Formative			Summative
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Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: The percentage of students in Kindergarten through Third grade achieving or exceeding their Reading RIT goal will increase from 55% to 56% by May 2026.

HB3 Board Goal

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: MAP, Teacher created tests

Strategy 1 Details	Reviews			
Strategy 1: Young Author Books Strategy's Expected Result/Impact: Students will create a Young Author Book to present to parents at the end of the year. Staff Responsible for Monitoring: Teachers and Leadership 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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Strategy 2 Details	Reviews			
Strategy 2: Author visit for Primary grades Strategy's Expected Result/Impact: Author will encourage students reading and writing to build a strong foundation for learning. Staff Responsible for Monitoring: Teachers, Leadership and PTO 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 in First grade achieving or exceeding their Reading RIT goal will increase from 53% to 55% by May 2026.

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%

Evaluation Data Sources: MAP, small group data, Teacher created tests

Strategy 1 Details	Reviews			
Strategy 1: Read Across America Strategy's Expected Result/Impact: Students will want to improve reading skills. Staff Responsible for Monitoring: Teachers and Leadership 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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				1003
Strategy 2 Details	Reviews			
Strategy 2: Small Group Strategy's Expected Result/Impact: Small group instruction will help meet targeted needs for every student. Staff Responsible for Monitoring: Teachers and Leadership 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
	Oct	Jan	Mar	May
 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 3: By May of 2026, students performing at the Mastery level on 3rd grade Reading Language Arts STAAR will increase from 50% to 51% in English and 33% to 34% in Spanish.

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: STAAR, MAP, iReady, Checkpoints and Teacher tests

Strategy 1 Details	Reviews			
Strategy 1: Novel Study Strategy's Expected Result/Impact: Teachers will spark students curiosity and encourage reading. Staff Responsible for Monitoring: Teachers and Leadership 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				1004
Strategy 2 Details	Reviews			
Strategy 2: Author visit for upper grades Strategy's Expected Result/Impact: Author will encourage improving Reading and Writing skills. Staff Responsible for Monitoring: Teachers, Leadership and PTO 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
	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 1: School Connectedness Panorama data will increase from 69% to 70% by May 2026.

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

Evaluation Data Sources: Panorama Survey, Teacher observation and Leadership observation

Strategy 1 Details	Reviews			
Strategy 1: First Priority Strategy's Expected Result/Impact: Students will feel connected and work harder. Staff Responsible for Monitoring: First Priority leaders and Leadership ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				1005
Strategy 2 Details	Reviews			
Strategy 2: All-Star Monthly Luncheon Strategy's Expected Result/Impact: Students will help build their connections within school. Staff Responsible for Monitoring: Counselor and leadership ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	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 belonging Panorama data will increase from 69% to 70% by May 2026.

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

Evaluation Data Sources: Panorama Survey, Teacher observation and Leadership observation

Strategy 1 Details	Reviews			
Strategy 1: Honor Choir Strategy's Expected Result/Impact: Give students other areas to show their Gifted talents Staff Responsible for Monitoring: Music teacher and Leadership Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: After School Sports Strategy's Expected Result/Impact: Students will show talents in other areas that encourage thinking skills Staff Responsible for Monitoring: Coaches and Leadership Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: All-Star of the Month Strategy's Expected Result/Impact: Students will strive to work toward monthly character traits. Staff Responsible for Monitoring: Counselor, Leadership and teachers Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: In the 2024-2025 Panorama Engagement was at 55%. Root Cause: Students at or above grade level needs are not being met.

1007

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 96.1% to 96.3% by May 2026.

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

Evaluation Data Sources: Weekly attendance Dashboard, SQL reports

Strategy 1 Details	Reviews			
Strategy 1: Attendance Tracker Strategy's Expected Result/Impact: Students will track their own attendance to encourage them to be at school daily. Staff Responsible for Monitoring: Teachers, Attendance Clerk and Leadership team ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				100%
Strategy 2 Details	Reviews			
Strategy 2: Weekly Attendance Recognition Strategy's Expected Result/Impact: Students will want to be at school for weekly recognition of class within each grade level with best attendance. Staff Responsible for Monitoring: Students, Teachers and Leadership ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	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 4: Discipline infractions will decrease from seven to five by May 2026.

Evaluation Data Sources: Discipline Log, Focus

Strategy 1 Details		Reviews			
Strategy 1: Monitor system of Watch, Warning and Growth Plan Strategy's Expected Result/Impact: Open communication with students and parents will decrease discipline issues. Staff Responsible for Monitoring: Staff and Leadership ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Saturday Detention Strategy's Expected Result/Impact: Students will not want to come to Saturday detention, so they will improve their behavior. Staff Responsible for Monitoring: Teachers and Leadership ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 4: Classroom Excellence

Performance Objective 1: Reagan's certified teachers will increase from 91.6% to 100% by May 2026.

Evaluation Data Sources: Leadership check ins, Teacher certification tests

Strategy 1 Details	Reviews			
Strategy 1: Uncertified teachers will do a monthly check-in with Leadership Strategy's Expected Result/Impact: Uncertified teachers will become certified by the end of the year. Staff Responsible for Monitoring: Leadership TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Buddy Teachers Strategy's Expected Result/Impact: 100% of teachers fully certified by the end of the year. Staff Responsible for Monitoring: Buddy teacher and Leadership TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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No Progress Accomplished Continue/Modify Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 2: Reagan's ESL certified teaches will increase from 54% to 65% by May 2026.

Evaluation Data Sources: Leadership check ins, Teacher certification test

Strategy 1 Details	Reviews			
Strategy 1: Encourage teachers to get their ESL certification. Strategy's Expected Result/Impact: More teachers will be certified by the end of the year. Staff Responsible for Monitoring: Teachers and Leadership 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				1011
Strategy 2 Details	Reviews			
Strategy 2: Reagan Staff Recognition Strategy's Expected Result/Impact: Teachers will be encouraged to complete their ESL certification. Staff Responsible for Monitoring: Teachers and Leadership 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 3: Reagan teacher retention will increase from 82.9% to 85% by May 2026.

Evaluation Data Sources: End of year retention data

Strategy 1 Details	Reviews			
Strategy 1: Campus Mentoring Strategy's Expected Result/Impact: Teachers will feel supported and want to stay in education. Staff Responsible for Monitoring: Teachers and Leadership TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	1012			
Strategy 2: Veteran Teachers presentation of Reagan Expectations Strategy's Expected Result/Impact: Teachers will have more buy in with expectations when they are presented by their peers. Staff Responsible for Monitoring: Teachers and Leadership 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 1: Reagan will be an AVID Kindergarten through Fifth campus by May 2026.

Evaluation Data Sources: AVID PD, Leadership support

Strategy 1 Details	Reviews			
Strategy 1: AVID board Strategy's Expected Result/Impact: Teachers and students will create displays for monthly strategies to learn AVID strategies. Staff Responsible for Monitoring: Teachers and Leadership, AVID Team	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Depth and Complexity Boards Strategy's Expected Result/Impact: Staff and guests will see displays of rigorous learning and encourage the learning process. Staff Responsible for Monitoring: Staff and Leadership TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - 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 Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: In the 2024-2025 Panorama Engagement was at 55%. Root Cause: Students at or above grade level needs are not being met.

Board Goal 5: Culture of Excellence

Performance Objective 2: Student Engagement on Panorama will increase from 55% to 60% by May 2026.

Evaluation Data Sources: Panorama Data, Teacher and Leadership observations

Strategy 1 Details	Reviews			
Strategy 1: Tinker Tuesday Strategy's Expected Result/Impact: Students will exposed to rigorous activities weekly that encourages learning in content areas. Staff Responsible for Monitoring: Staff and Leadership TEA Priorities: Build a foundation of reading and math Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Bookworm Books Strategy's Expected Result/Impact: Students will work to get a nomination from teachers to be entered in weekly Bookworm drawing. Students will build their own libraries. Staff Responsible for Monitoring: Teachers and Leadership TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				1014

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: In the 2024-2025 Panorama Engagement was at 55%. Root Cause: Students at or above grade level needs are not being met.

Board Goal 5: Culture of Excellence

Performance Objective 3: Reagan teachers will increase certification in Blended Learning coursework from 48.17% to 52% by May 2026.

Evaluation Data Sources: Blended Learning Coursework log

Strategy 1 Details	Reviews			
Strategy 1: Challenge to earn UTeach credits TEA Priorities: Recruit, support, retain teachers and principals - 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 - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Walkthroughs to monitor Blended Learning Strategy's Expected Result/Impact: Teachers will use more Blended Learning strategies within their classrooms. Staff Responsible for Monitoring: Teachers, Blended Learning Team and Leadership 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District

Ross Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



1016

Mission Statement

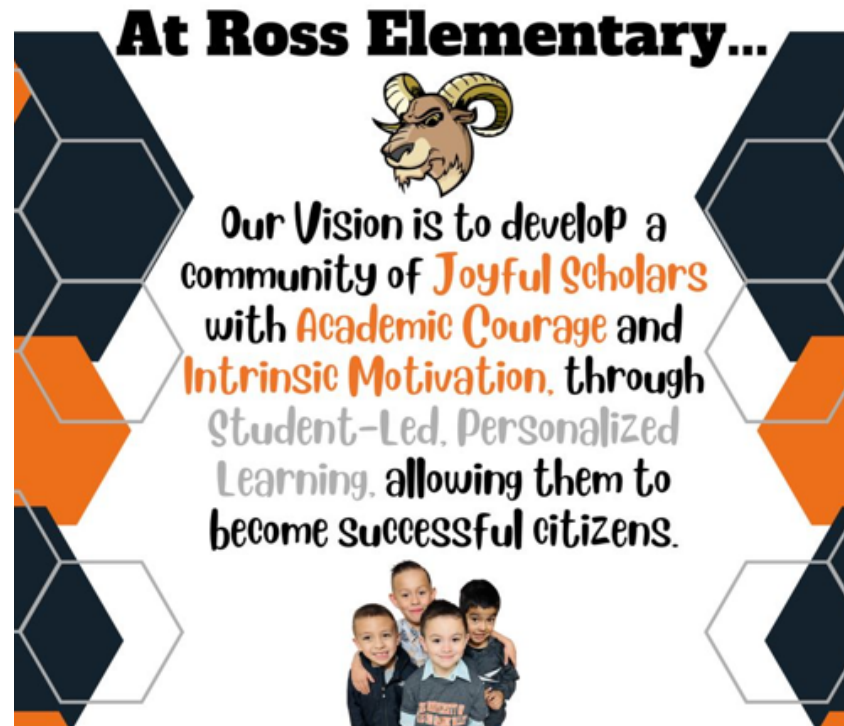
At Ross Elementary, we will be a community of learners who believe that continuous learning through a growth mindset, setting high expectations, taking risks, and supporting teacher and student leaders will create a school culture where scholars are afforded a personalized learning plan in a positive environment to grow academically, socially, and

emotionally.



Vision

1017





1018

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Board Goals 5

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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. 22

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Board Goals

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

Performance Objective 1: By May of 2026, the percentage of students performing at the meets level on 3rd Math STAAR will increase from 28% to 48%.

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 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%

Evaluation Data Sources: MOY MAPS (students meeting their RIT goals)

Iready Math Benchmark Data

Check Point Data

Daily Exit Tickets

1020

Strategy 1 Details	Reviews			
Strategy 1: In alignment with district initiatives and the ECISD-approved curriculum, Ross Multi-Classroom Leaders (MCLs) and their team teachers will participate in weekly 90-minute PLCs. These collaborative planning sessions will focus on reviewing student work and assessment data to analyze evidence of learning, identify misconceptions, and plan targeted instructional next steps. Strategy's Expected Result/Impact: Consistent, evidence-based collaboration will lead to more targeted and responsive instruction, resulting in improved student mastery of grade-level standards, higher growth on assessments, and increased teacher capacity in analyzing data to drive instruction. Staff Responsible for Monitoring: MCLs Administrators Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Four times during the school year, Ross teachers will participate in vertical alignment PLCs focused on aligning Concrete-Representational-Abstract (CRA) models and math routines across grade levels. During these sessions, teachers will share and examine student work, calibrate instructional practices, and ensure consistency in mathematical language, strategies, and expectations from one grade level to the next. Strategy's Expected Result/Impact: Increased alignment of CRA models and math routines will provide students with a consistent progression of skills and strategies, reducing gaps in mathematical understanding and improving student performance across grade levels. Staff Responsible for Monitoring: MCLs Administrators Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May
				1021
Strategy 3 Details	Reviews			
Strategy 3: 3rd-5th grade teachers will provide after-school tutoring services using i-Ready resources to target students performing in quintile 1 and quintile 3. Tutoring will focus on addressing foundational gaps for struggling learners while also pushing mid-level students toward grade-level mastery. Teachers will use i-Ready lesson pathways, data reports, and practice resources to deliver small-group, differentiated instruction. Strategy's Expected Result/Impact: Consistent use of i-Ready resources will ensure data-driven tutoring, leading to improved student outcomes on both i-Ready and STAAR assessments. Staff Responsible for Monitoring: 3rd, 4th, and 5th grade teachers Administrators Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 3 Funding Sources: After School Tutoring - Title One School-wide - \$14,563	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Fifth grade Math performance decreased to 77% Approaches compared to 83% Approaches in last year's fourth grade, indicating a decline in student achievement as students progressed to the next grade level. Root Cause: Teachers face larger class sizes and increased student behavior challenges, which reduce instructional time and impact the consistency of high-quality math instruction. Problem Statement 2: Fifth grade Math performance declined from 83% Meets in 4th grade to 77% Meets in 5th grade. This indicates a notable drop in overall student achievement as students advanced to 5th grade. Root Cause: Teachers face larger class sizes and increased student behavior challenges, which reduce instructional time and impact consistent math instruction. Additionally, approximately 20 students transferred from private schools--some with no prior STAAR experience and others who enrolled mid-year--creating instructional gaps and contributing to lower overall performance. Problem Statement 3: Fifth grade Math performance at the Masters level decreased from 24% in 4th grade to 16% in 5th grade (-8), indicating a decline in the number of students achieving advanced academic performance. Root Cause: Teachers struggled to consistently provide rigorous, differentiated instruction that challenged all students and promoted higher-order thinking, limiting opportunities for students to perform at the Masters level.

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

Performance Objective 2: By May of 2026, the percentage of students performing at the meets level on 5th Math STAAR will increase from 43% to 48%.

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 Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, 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: MOY MAPS (students meeting their RIT goals)
Iready Math Benchmark Data
Check Point Data
Daily Exit Tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a campuswide "Math Deep Dive" problem-solving routine in which students restate the problem in their own words, create visuals to represent the problem, and write the steps taken to solve it. Students will share their thinking with peers to explain their reasoning, compare strategies, and refine their mathematical communication skills. Strategy's Expected Result/Impact: This consistent, schoolwide approach to problem-solving will strengthen students' conceptual understanding, increase their ability to communicate mathematical reasoning, and improve performance on multi-step and open-ended math problems. Staff Responsible for Monitoring: Administrators MCLs Team Teachers 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: Student Achievement 1				

Strategy 2 Details		Reviews			
Strategy 2: Implement blended learning practices in all classrooms to address individual student needs through differentiated High, Medium, and Low practice tasks. Teachers will use ongoing assessment data to assign targeted activities that close learning gaps, reinforce grade-level skills, and extend learning for students performing above grade level. Strategy's Expected Result/Impact: Differentiated blended learning will provide students with personalized practice at their appropriate level, accelerating growth for struggling learners while maintaining high expectations for all, ultimately leading to improved mastery of grade-level standards. Staff Responsible for Monitoring: Administrators MCLs Team Teachers Title I: 2.51, 2.52 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 3		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					1024

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Fifth grade Math performance decreased to 77% Approaches compared to 83% Approaches in last year's fourth grade, indicating a decline in student achievement as students progressed to the next grade level. Root Cause: Teachers face larger class sizes and increased student behavior challenges, which reduce instructional time and impact the consistency of high-quality math instruction. Problem Statement 3: Fifth grade Math performance at the Masters level decreased from 24% in 4th grade to 16% in 5th grade (-8), indicating a decline in the number of students achieving advanced academic performance. Root Cause: Teachers struggled to consistently provide rigorous, differentiated instruction that challenged all students and promoted higher-order thinking, limiting opportunities for students to perform at the Masters level.

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 students performing at the meets level on 3rd Reading STAAR will increase from 46% to 48%.

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%

Evaluation Data Sources: MOY MAPS (students meeting their RIT goals)

Iready Reading Benchmark Data

Check Point Data

Daily Exit Tickets

Strategy 1 Details		Reviews			
Strategy 1: All teachers will participate in a 45-minute weekly practice clinic with their Multi-Classroom Leader (MCL) to plan, script, and role-play high-impact instructional strategies. These sessions will focus on refining lesson delivery, questioning techniques, and student engagement practices through real-time feedback and rehearsal. Strategy's Expected Result/Impact: Consistent practice clinics will build teacher capacity, increase instructional precision, and ensure high-quality delivery of lessons, leading to greater student engagement and improved academic outcomes across all content areas. Staff Responsible for Monitoring: MCLs Team Teachers Administrators 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 - Targeted Support Strategy Problem Statements: Student Achievement 3 Funding Sources: Opportunity Culture Positions - Title One School-wide - \$87,000, Opportunity Culture Positions - Local - \$111,000		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: All teachers will monitor and track student progress on i-Ready using data spreadsheets to identify strengths and gaps. This data will be used to plan and deliver targeted small-group instruction during the campus-wide intervention block from 2:30-3:15, ensuring that instruction is responsive to individual student needs. Strategy's Expected Result/Impact: Consistent use of i-Ready data to drive small-group instruction will accelerate learning for struggling students, close skill gaps, and increase the number of students meeting or exceeding grade-level expectations. Staff Responsible for Monitoring: MCLs Team Teachers Administrators 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 - Targeted Support Strategy Problem Statements: Student Achievement 5, 6		Formative			Summative
		Oct	Jan	Mar	May
					1026
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 3: Fifth grade Math performance at the Masters level decreased from 24% in 4th grade to 16% in 5th grade (-8), indicating a decline in the number of students achieving advanced academic performance. Root Cause: Teachers struggled to consistently provide rigorous, differentiated instruction that challenged all students and promoted higher-order thinking, limiting opportunities for students to perform at the Masters level. Problem Statement 5: Kindergarten MAPS performance experienced a significant decline from 2024 to 2024-2025. Reading decreased from 66 to 46.1 (-19.9), and Math decreased from 77.3 to 59.6 (-17.7), indicating a substantial drop in foundational skills development for incoming students. Root Cause: Kindergarten classes began the year with overflow enrollment, with up to 30-31 students per class, which limited opportunities for individualized instruction. Additionally, a brand-new first-year teacher joined the team in October and faced challenges with classroom management and instructional consistency, which impacted overall student growth. Problem Statement 6: Third grade Reading MAPS performance declined from 62.9 in 2024 to 47.8 in 2024-2025 (-15.1), indicating a significant decrease in overall reading achievement for the grade level. Root Cause: The 3rd grade team implemented a two-classroom team-teaching model, and the transition proved challenging for students, resulting in inconsistent instructional routines. Additionally, multiple students required behavior intervention plans, which reduced instructional time and impacted the focus on reading growth.

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 4: By May of 2026, the percentage of students performing at the meets level on 5th Reading STAAR will increase from 42% to 48%.

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. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: MOY MAPS (students meeting their RIT goals)

Iready Reading Benchmark Data

Check Point Data

Daily Exit Tickets

Strategy 1 Details		Reviews			
Strategy 1: All teachers will participate in four vertical Writing PLC sessions led by a Multi-Classroom Leader to strengthen and align writing routines, strategies, and expectations across grade levels. These sessions will focus on calibrating instruction, analyzing student writing samples, and building consistency in the use of writing frameworks and feedback practices campuswide. Strategy's Expected Result/Impact: Vertical alignment of writing instruction will create a consistent progression of skills and strategies, improve the quality of student writing at all grade levels, and increase performance on writing-related tasks and assessments. Staff Responsible for Monitoring: MCLs Team Teachers Administration 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 - Targeted Support Strategy Problem Statements: Student Achievement 8		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: All teachers will participate in four vertical Reading PLC sessions led by a Multi-Classroom Leader to strengthen and align reading strategies and routines across grade levels. These sessions will focus on calibrating comprehension instruction, analyzing student reading data and work samples, and building consistency in the use of campuswide reading practices. Strategy's Expected Result/Impact: Vertical alignment of reading instruction will ensure consistent strategies and expectations across grade levels, strengthen comprehension and fluency skills, and increase student performance on reading assessments. Staff Responsible for Monitoring: MCLs Team Teachers Administrators 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: Student Achievement 4		Formative			Summative
		Oct	Jan	Mar	May
					1028
No Progress Accomplished Continue/Modify Discontinue					

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 4: Fifth grade Reading performance declined compared to the previous year. Approaches decreased from 74% in 4th grade to 71% in 5th grade (-3), and Meets decreased from 47% to 42% (-5). This indicates that fewer students progressed to higher levels of reading proficiency. Root Cause: Teachers struggled to consistently move students to the next performance level due to limited focus on differentiated reading instruction. Additionally, campus instructional priorities placed a heavier emphasis on Writing, which reduced the time and targeted support needed to accelerate reading growth.
Problem Statement 8: While 1st grade Reading MAPS scores improved from 16.4% in 2023-2024 to 41.3% in 2024-2025, fewer than 50% of students met their projected RIT growth goals, indicating that the majority of students are still not achieving expected reading progress. Root Cause: The implementation of Saxon Phonics has supported overall improvement, but teachers lack a consistent daily structure for small-group reading instruction based on students' current reading levels. This limits opportunities for targeted intervention and acceleration to ensure all students meet their growth 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 5: By May of 2026, the percentage of students performing at the meets level on 5th Science STAAR will increase from 12% to 48%.

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: MOY MAPS (students meeting their RIT goals)
Iready Reading Benchmark Data
Check Point Data
Daily Exit Tickets

Strategy 1 Details	Reviews			
Strategy 1: The Assistant Principal, who has a proven record of success in Science instruction, will provide ongoing planning support to the 5th grade Science teacher. This support will include weekly collaborative planning sessions, alignment of lessons to STAAR rigor, and guidance in incorporating hands-on, inquiry-based learning experiences. Strategy's Expected Result/Impact: Targeted planning support will strengthen the alignment and quality of Science instruction, increase student engagement in scientific inquiry, and improve student performance on Science assessments. Staff Responsible for Monitoring: Principal Assistant Principal 5th grade Science Teacher Title I: 2.51, 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, 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 - Targeted Support Strategy Problem Statements: Student Achievement 7	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: 3rd-5th Teachers will incorporate at least one science experiment per unit, integrating hands-on activities and related writing tasks. Students will engage in observing, predicting, experimenting, and recording results, followed by written reflections or explanations to strengthen scientific understanding and academic writing skills. Strategy's Expected Result/Impact: Regular integration of experiments with writing will deepen students' conceptual understanding, promote critical thinking, and enhance their ability to communicate scientific reasoning, leading to improved Science performance. Title I: 2.51, 2.52 - TEA Priorities: 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 - Targeted Support Strategy Problem Statements: Student Achievement 7	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue 1030				

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 7: Fifth grade Science performance declined from 22% Meets in 2023-2024 to 12% Meets in 2024-2025, reflecting a significant decrease in student mastery of grade-level science standards. Root Cause: The assigned Science teacher, who returned from retirement, struggled with classroom management and with aligning Tier 1 instruction to the rigor and expectations of STAAR, which limited students' opportunities for high-quality, standards-based learning.

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

Performance Objective 1: The percentage of students in Kindergarten achieving or exceeding their Reading RIT goal will increase from 46.1% to 55%

HB3 Board Goal

Indicators of Success:
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%

Evaluation Data Sources: MOY MAPS (students meeting their RIT goals)
Iready Reading Benchmark Data
Check Point Data
Daily Exit Tickets

Strategy 1 Details	Reviews			
Strategy 1: K-2 teachers will implement Saxon Phonics with fidelity, following the prescribed lesson sequence, pacing, and instructional routines. Administrators and instructional leaders will provide regular monitoring and feedback to ensure consistent delivery and alignment with best practices in foundational literacy instruction. Strategy's Expected Result/Impact: Fidelity to Saxon Phonics will strengthen students' phonemic awareness, decoding skills, and reading fluency, leading to improved early literacy outcomes and increased readiness for grade-level reading by 3rd grade. Staff Responsible for Monitoring: MCLs Team Teachers Administrators 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 - Targeted Support Strategy Problem Statements: Student Achievement 6	Formative			Summative
	Oct	Jan	Mar	May ¹⁰³¹

Strategy 2 Details	Reviews			
Strategy 2: K-3 teachers will implement blended learning best practices, including the use of choice boards and playlists, to provide differentiated and student-centered learning experiences. These tools will allow students to work at their own pace, access a variety of learning modalities, and engage in activities targeted to their individual needs and skill levels. Strategy's Expected Result/Impact: The consistent use of blended learning strategies will increase student engagement, provide personalized pathways for learning, and close skill gaps, leading to higher achievement in foundational reading and math skills. Staff Responsible for Monitoring: MCLs Team Teachers Administrators Title I: 2.51, 2.52 - TEA Priorities: 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 - Targeted Support Strategy Problem Statements: Technology 1	Formative			Summative
	Oct	Jan	Mar	May
				1032
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 6: Third grade Reading MAPS performance declined from 62.9 in 2024 to 47.8 in 2024-2025 (-15.1), indicating a significant decrease in overall reading achievement for the grade level. Root Cause: The 3rd grade team implemented a two-classroom team-teaching model, and the transition proved challenging for students, resulting in inconsistent instructional routines. Additionally, multiple students required behavior intervention plans, which reduced instructional time and impacted the focus on reading growth.
Technology
Problem Statement 1: Ross is a blended learning campus, and three newly hired teachers (5th grade Math, 4th grade self-contained, and 2nd grade self-contained) have limited experience with the campus's blended learning model. This creates a gap in implementation consistency compared to returning teachers who have already received blended learning training. Root Cause: New staff members have not yet received the same depth of blended learning training and coaching as their peers. Without targeted onboarding and ongoing support, instructional technology integration and student engagement in blended learning may be inconsistent across grade levels.

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 First grade students will show growth from 41.3% to 55% on their Reading MAP Assessment.

- HB3 Board Goal**
- Indicators of Success:**
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%
- Evaluation Data Sources:** MOY MAPS (students meeting their RIT goals)
Iready Reading Benchmark Data
Check Point Data
Daily Exit Tickets

Strategy 1 Details	Reviews			
Strategy 1: All teachers will implement the campuswide reading strategy by guiding students in creating CSPS (Character, Setting, Problem, Solution) charts for literary texts and TMI (Topic, Main Idea, Inference) charts for nonliterary texts. Teachers will model how to complete the charts, provide guided practice, and use them as a tool for comprehension discussions and written responses. Strategy's Expected Result/Impact: Consistent use of CSPS and TMI charts will strengthen students' comprehension skills, improve their ability to analyze and discuss texts, and increase performance on reading comprehension assessments. Staff Responsible for Monitoring: MCLs Team Teachers Administrators 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 - Targeted Support Strategy Problem Statements: Student Achievement 6	Formative			Summative
	Oct	Jan	Mar	May
				1033

Strategy 2 Details	Reviews			
Strategy 2: In alignment with district initiatives and the ECISD-approved curriculum, Ross Multi-Classroom Leaders (MCLs) and their team teachers will participate in weekly 90-minute PLCs. These collaborative planning sessions will focus on reviewing student work and assessment data to analyze evidence of learning, identify misconceptions, and plan targeted instructional next steps. Strategy's Expected Result/Impact: Consistent, evidence-based collaboration will lead to more targeted and responsive instruction, resulting in improved student mastery of grade-level standards, higher growth on assessments, and increased teacher capacity in analyzing data to drive instruction. Staff Responsible for Monitoring: MCLs Administrators 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: Student Achievement 4	Formative			Summative
	Oct	Jan	Mar	May
				1034
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 4: Fifth grade Reading performance declined compared to the previous year. Approaches decreased from 74% in 4th grade to 71% in 5th grade (-3), and Meets decreased from 47% to 42% (-5). This indicates that fewer students progressed to higher levels of reading proficiency. Root Cause: Teachers struggled to consistently move students to the next performance level due to limited focus on differentiated reading instruction. Additionally, campus instructional priorities placed a heavier emphasis on Writing, which reduced the time and targeted support needed to accelerate reading growth. Problem Statement 6: Third grade Reading MAPS performance declined from 62.9 in 2024 to 47.8 in 2024-2025 (-15.1), indicating a significant decrease in overall reading achievement for the grade level. Root Cause: The 3rd grade team implemented a two-classroom team-teaching model, and the transition proved challenging for students, resulting in inconsistent instructional routines. Additionally, multiple students required behavior intervention plans, which reduced instructional time and impacted the focus on reading growth.

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

Performance Objective 3: The percentage of 3rd grade students performing at the meets level on their Reading STAAR Assessment will increase from 46% to 55%.

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%

Evaluation Data Sources: MOY MAPS (students meeting their RIT goals)

Iready Reading Benchmark Data

Check Point Data

Daily Exit Tickets

Strategy 1 Details		Reviews			
Strategy 1: Teachers in 3rd-4th grade will integrate Curipod into Writing instruction to provide interactive lessons, model writing strategies, and engage students in collaborative writing activities. Curipod will be used to support idea generation, organization, and peer feedback in alignment with grade-level writing standards. Strategy's Expected Result/Impact: The use of Curipod will increase student engagement in the writing process, improve organization and clarity in student writing, and lead to higher performance on writing assessments. Staff Responsible for Monitoring: MCLs Administrators Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, 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 - Targeted Support Strategy Problem Statements: Student Achievement 4		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: 3rd-5th grade teachers will incorporate novel studies into reading instruction to provide extended, in-depth analysis of complex texts. Novel studies will be used to challenge higher-level students through advanced vocabulary, deeper comprehension questions, thematic analysis, and opportunities for written literary response. Strategy's Expected Result/Impact: Incorporating novel studies will extend learning for advanced readers, strengthen critical thinking and analytical skills, and increase the number of students performing at the Meets and Masters levels on reading assessments. Staff Responsible for Monitoring: MCLs Team Teachers Administrators Title I: 2.51, 2.52 - 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 - Targeted Support Strategy Problem Statements: Student Achievement 4		Formative			Summative
		Oct	Jan	Mar	May
					1036
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 4: Fifth grade Reading performance declined compared to the previous year. Approaches decreased from 74% in 4th grade to 71% in 5th grade (-3), and Meets decreased from 47% to 42% (-5). This indicates that fewer students progressed to higher levels of reading proficiency. Root Cause: Teachers struggled to consistently move students to the next performance level due to limited focus on differentiated reading instruction. Additionally, campus instructional priorities placed a heavier emphasis on Writing, which reduced the time and targeted support needed to accelerate reading growth.

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

Performance Objective 1: School Connectedness Panorama data will increase from 68% to 75%.

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: Fall Panorama Survey
Spring Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Through the Ron Clark House System, 3rd-5th grade students will participate in regular house meetings designed to build confidence, develop effective communication skills, and practice active listening. Meetings will provide structured opportunities for students to use their voice, engage in respectful discourse, and encourage their peers. Strategy's Expected Result/Impact: House meetings will strengthen students' confidence and leadership skills, improve their ability to communicate effectively and listen actively, and foster a positive, inclusive school culture. Staff Responsible for Monitoring: Administrators Title I: 2.53, 2.531 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1				1037

Strategy 2 Details		Reviews			
Strategy 2: Students will participate in daily Mindful Minutes during morning assembly, guided by the school counselor, to learn and practice techniques for regulating their bodies and emotions. Activities will include breathing exercises, guided visualization, and short movement or grounding activities to promote focus and emotional readiness for learning. Strategy's Expected Result/Impact: Daily mindfulness practice will equip students with self-regulation strategies, improve focus and emotional control, and create a calmer, more positive learning environment across the campus. Staff Responsible for Monitoring: Administrators Title I: 2.531 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 2		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

1038

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Students' sense of belonging decreased from 65% to 62% according to the Panorama Survey. In particular, the item "People at this school understand what kind of person I am" declined by 9 points, indicating that fewer students feel personally understood and connected to the school community. Root Cause: Students have limited structured opportunities to build meaningful relationships and express their identities within the school setting. Problem Statement 2: According to the Panorama Survey, the percentage of students who feel their peers show them respect decreased from 52% to 48%, indicating that nearly half of students do not feel respected by their classmates. Root Cause: Students struggle to understand and consistently demonstrate respectful behaviors. Many students have difficulty separating home experiences and norms from the behavioral expectations at school, resulting in inconsistent peer interactions and a lack of shared understanding of respect.

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

Performance Objective 2: Student daily attendance will increase from 92.9% to 95%.

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

Evaluation Data Sources: Weekly Attendance Spreadsheet.

Strategy 1 Details	Reviews			
Strategy 1: Students will record and monitor their own attendance in personal data trackers, reviewing their progress regularly with their teacher. Teachers will provide guidance on setting attendance goals and celebrating improvements to encourage student ownership and accountability. Strategy's Expected Result/Impact: Tracking attendance will increase student awareness of their attendance patterns, promote accountability, and contribute to improved daily attendance rates across the campus. Staff Responsible for Monitoring: MCLs Team Teachers Administrators Title I: 2.53, 2.531 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
				1039

Strategy 2 Details		Reviews			
Strategy 2: All teachers will use ClassDojo as the campuswide communication platform to provide parents with timely updates, reminders, and messages in a text-style format. This unified approach will ensure consistent communication practices across the campus and align with parents' preferred method of receiving information. Strategy's Expected Result/Impact: Using a single, parent-preferred communication platform will improve family engagement, increase responsiveness to school messages, and strengthen the partnership between home and school. Staff Responsible for Monitoring: Teachers Administrators Title I: 2.53, 2.531 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue 1040					

Performance Objective 2 Problem Statements:

Family and Community Engagement
Problem Statement 1: Family and community engagement has been inconsistent due to varied communication methods across the campus. Teachers used multiple platforms, including Remind, ClassDojo, and phone calls through SchoolStatus, while Focus--our primary system--was challenging to use and did not log phone calls. This inconsistency limited clear and timely communication with families. Root Cause: The campus lacked a unified communication platform and consistent expectations for parent communication. Staff were more comfortable with previous systems and found Focus difficult to navigate, leading to inconsistent family engagement practices.

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

Performance Objective 3: Exclusionary disciplinary infractions including off campus suspensions will decrease by 50% from 8 to 4 instances.

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: Records of discipline

Strategy 1 Details	Reviews			
Strategy 1: 3rd-5th grade students will participate in house projects throughout the school year focused on community-based initiatives. These projects will provide opportunities for students to collaborate with peers, apply problem-solving skills, and develop leadership, responsibility, and teamwork abilities that can be carried into lifelong experiences. Strategy's Expected Result/Impact: Participation in community-focused house projects will strengthen students' collaboration, communication, and leadership skills while fostering a sense of civic responsibility and school pride. Staff Responsible for Monitoring: Teachers Administrators Title I: 2.51 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	May
				1041

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will engage in leadership opportunities such as serving as "Ramtastic Leaders," where they will adopt a lower grade level and read to buddy students, or serving as House Leaders who guide house meetings, lead cheers, and facilitate chants. These roles will provide authentic opportunities for students to model positive behavior, build confidence, and develop leadership skills. Strategy's Expected Result/Impact: Providing diverse leadership opportunities will empower students to take active roles in the school community, strengthen their communication and mentoring skills, and foster a culture of responsibility, pride, and collaboration. Staff Responsible for Monitoring: Teachers Administrators Title I: 2.51 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 2				
				1042
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Despite the implementation of multiple attendance incentives over the past two years, our campus attendance rate has remained stagnant at 92.9%. Chronic absenteeism continues to be concentrated among a small, consistent group of students, indicating that current strategies are not effectively addressing the root causes of persistent absences. Root Cause: Chronic absenteeism is primarily linked to a small group of students who face ongoing barriers such as limited parent engagement, inconsistent home routines, and challenges with transportation or health. Current attendance initiatives focus on incentives for all students but do not provide targeted interventions or family support for the students with recurring absences, resulting in minimal impac
School Culture and Climate
Problem Statement 2: According to the Panorama Survey, the percentage of students who feel their peers show them respect decreased from 52% to 48%, indicating that nearly half of students do not feel respected by their classmates. Root Cause: Students struggle to understand and consistently demonstrate respectful behaviors. Many students have difficulty separating home experiences and norms from the behavioral expectations at school, resulting in inconsistent peer interactions and a lack of shared understanding of respect.

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 4: Student School Connectedness- Student Engagement Panorama data will increase from 58% to 65%.

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

Evaluation Data Sources: Fall Panorama Survey
Spring Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: To strengthen student engagement and connectedness, the campus will begin the year with professional development on the Listening Gym strategy. Teachers will implement Listening Gym routines in their classrooms to build active listening and increase participation. Strategy's Expected Result/Impact: Students will feel more engaged and connected by practicing active listening and participation, leading to improved classroom culture and stronger survey results. Staff Responsible for Monitoring: Administrator MCLs Counselor Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
				1043

Strategy 2 Details	Reviews			
Strategy 2: Campus administration will conduct bi-monthly calibration walks with Multi-Classroom Leaders (MCLs) in their team teachers' classrooms. These walks will be used to align feedback, monitor the implementation of campus initiatives, and ensure consistency in student engagement across grade levels. Strategy's Expected Result/Impact: Regular calibration will improve fidelity of campus initiatives, leading to higher student engagement and achievement. Staff Responsible for Monitoring: Administration MCLs Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue 1044				

Performance Objective 4 Problem Statements:

School Culture and Climate
Problem Statement 1: Students' sense of belonging decreased from 65% to 62% according to the Panorama Survey. In particular, the item "People at this school understand what kind of person I am" declined by 9 points, indicating that fewer students feel personally understood and connected to the school community. Root Cause: Students have limited structured opportunities to build meaningful relationships and express their identities within the school setting. Problem Statement 2: According to the Panorama Survey, the percentage of students who feel their peers show them respect decreased from 52% to 48%, indicating that nearly half of students do not feel respected by their classmates. Root Cause: Students struggle to understand and consistently demonstrate respectful behaviors. Many students have difficulty separating home experiences and norms from the behavioral expectations at school, resulting in inconsistent peer interactions and a lack of shared understanding of respect.

Board Goal 4: Classroom Excellence

Performance Objective 1: Increase the student attendance rate from 92.9% to 94.0% for all students by May 2026.

Evaluation Data Sources: Attendance Rate report in FOCUS and weekly attendance dashboard.

Strategy 1 Details	Reviews			
Strategy 1: Students will take ownership of their attendance by tracking it daily in their individual student data folders. Teachers may also implement classroom attendance charts as a visual and motivational tool to encourage accountability. Strategy's Expected Result/Impact: Students will develop a stronger sense of responsibility for their attendance, leading to improved daily presence and progress toward the campus goal of increasing attendance from 92.9% to 94% by May 2026. Staff Responsible for Monitoring: Teachers Admin Attendance Committee Title I: 2.51 Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	May
				1045
Strategy 2 Details	Reviews			
Strategy 2: The Campus Attendance Committee will meet monthly to review attendance data, identify students with recurring absences or tardies, and collaborate with the attendance clerk to create and monitor attendance contracts for students in need of additional support. The committee will also design and implement campus-wide attendance initiatives to foster improved daily attendance, such as classroom competitions. Strategy's Expected Result/Impact: Students and families with chronic attendance issues will receive personalized interventions and accountability. Staff Responsible for Monitoring: Teachers Attendance Clerk Administration Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Despite the implementation of multiple attendance incentives over the past two years, our campus attendance rate has remained stagnant at 92.9%. Chronic absenteeism continues to be concentrated among a small, consistent group of students, indicating that current strategies are not effectively addressing the root causes of persistent absences. **Root Cause:** Chronic absenteeism is primarily linked to a small group of students who face ongoing barriers such as limited parent engagement, inconsistent home routines, and challenges with transportation or health. Current attendance initiatives focus on incentives for all students but do not provide targeted interventions or family support for the students with recurring absences, resulting in minimal impact.

1046

Board Goal 4: Classroom Excellence

Performance Objective 2: The number of completed Opportunity Culture coaching cycles for all Multi-Classroom Leaders (MCLs) will increase from 50% to 80% by May 2026. MCLs will conduct and document one completed coaching cycle per month for seven months to ensure consistent teacher development and support.

Evaluation Data Sources: School Mint Grow
Administration holds monthly one-on-one meetings with teachers and MCLs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Principals will conduct monthly one-on-one meetings with each Multi-Classroom Leader (MCL) using a problem/solution framework to review coaching cycle progress, identify barriers, and collaboratively develop action steps. These meetings will provide accountability, ensure alignment to campus goals, and support MCLs in strengthening teacher capacity through high-quality coaching practices. Strategy's Expected Result/Impact: MCLs will receive consistent, targeted support to improve the quality and frequency of coaching cycles. Staff Responsible for Monitoring: MCLS Administration Title I: 2.51 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Staff Quality, Recruitment, and Retention 1				1047

Strategy 2 Details		Reviews			
Strategy 2: Principals will hold monthly one-on-one meetings with teachers to review progress on coaching action steps, analyze evidence gathered from PLCs, and monitor student data tracking. These meetings will also include reflection on implementation of blended learning best practices, with principals providing targeted feedback and support to ensure teachers are making progress toward campus instructional goals. Strategy's Expected Result/Impact: Teachers will receive ongoing, individualized accountability and support to strengthen instructional practices. Staff Responsible for Monitoring: Principals Title I: 2.51 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Staff Quality, Recruitment, and Retention 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue 1048					

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Staffing transitions in 5th grade have impacted instructional continuity. The previous 5th grade MCL transitioned to the assistant principal role, and while a new teacher joined the 5th grade math team with prior experience, they are new to this grade level and its curriculum. Root Cause: Frequent staffing changes in key grade levels reduce instructional consistency and require time for new teachers to adapt to campus expectations, curriculum, and student needs. Limited strategic succession planning for leadership and high-stakes instructional positions contributes to gaps in experience during transitions.

Board Goal 4: Classroom Excellence

Performance Objective 3: The campus will hold three vertical alignment PLCs during the 2025-2026 school year, led by Multi-Classroom Leaders (MCLs), to ensure instructional strategies are aligned and progressive across grade levels. By May 2026, 100% of planned vertical PLC sessions will be completed and documented with evidence of aligned instructional practices.

Evaluation Data Sources: PLC Agendas
PLC minutes

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs will lead vertical alignment PLCs for grades k-5 to ensure consistency in math instruction. These sessions will focus on aligning math routines (such as fact fluency, number talks, and math journals) and problem-solving strategies (including CRA models and multi-step problem-solving processes) so students experience a progressive and coherent approach across grade levels. Strategy's Expected Result/Impact: Students will encounter consistent math language, routines, and problem-solving strategies across grades, reducing instructional gaps and improving performance on multi-step math tasks. Staff Responsible for Monitoring: Administration MCLs Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1				1049

Strategy 2 Details		Reviews			
Strategy 2: MCLs will lead vertical alignment PLCs for grades K-5 to strengthen writing instruction. Teachers will align writing strategies (such as planning, revising, and editing routines) and review student writing samples across grade levels to calibrate expectations and ensure a progressive development of writing skills. Strategy's Expected Result/Impact: Vertical alignment of writing strategies will provide students with consistent routines, raise expectations across grade levels, and improve the quality of student writing on both campus assessments and STAAR. Staff Responsible for Monitoring: Administration MCLs Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 4		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					1050

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Fifth grade Math performance decreased to 77% Approaches compared to 83% Approaches in last year's fourth grade, indicating a decline in student achievement as students progressed to the next grade level. Root Cause: Teachers face larger class sizes and increased student behavior challenges, which reduce instructional time and impact the consistency of high-quality math instruction. Problem Statement 4: Fifth grade Reading performance declined compared to the previous year. Approaches decreased from 74% in 4th grade to 71% in 5th grade (-3), and Meets decreased from 47% to 42% (-5). This indicates that fewer students progressed to higher levels of reading proficiency. Root Cause: Teachers struggled to consistently move students to the next performance level due to limited focus on differentiated reading instruction. Additionally, campus instructional priorities placed a heavier emphasis on Writing, which reduced the time and targeted support needed to accelerate reading growth.

Board Goal 5: Culture of Excellence

Performance Objective 1: School Climate Panorama Data will increase from 67% to 75%.

Evaluation Data Sources: Fall Panorama Survey
Spring Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement daily morning meetings to build classroom community, foster positive relationships, and set a positive tone for learning. Morning meetings will include a greeting, sharing time, a group activity, and a brief discussion of the day's goals or expectations. Strategy's Expected Result/Impact: Consistent morning meetings will strengthen teacher-student and peer relationships, improve classroom climate, and increase student engagement and readiness for learning. Staff Responsible for Monitoring: Teachers Administrators Title I: 2.51, 2.52 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 2	Formative			Summative
	Oct	Jan	Mar	May
				1051
Strategy 2 Details	Reviews			
Strategy 2: Teachers will intentionally strengthen student discourse in both math and reading by incorporating structured discussion routines, open-ended questioning, and peer-to-peer collaboration into daily lessons. Students will be guided to use academic vocabulary, explain their reasoning, and build on one another's ideas. Strategy's Expected Result/Impact: Increased opportunities for structured academic discourse will deepen student understanding, improve critical thinking and communication skills, and lead to higher performance in both math and reading. Staff Responsible for Monitoring: Teachers Administrators Title I: 2.53, 2.531, 2.533 Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: Students' sense of belonging decreased from 65% to 62% according to the Panorama Survey. In particular, the item "People at this school understand what kind of person I am" declined by 9 points, indicating that fewer students feel personally understood and connected to the school community. **Root Cause:** Students have limited structured opportunities to build meaningful relationships and express their identities within the school setting.

Problem Statement 2: According to the Panorama Survey, the percentage of students who feel their peers show them respect decreased from 52% to 48%, indicating that nearly half of students do not feel respected by their classmates. **Root Cause:** Students struggle to understand and consistently demonstrate respectful behaviors. Many students have difficulty separating home experiences and norms from the behavioral expectations at school, resulting in inconsistent peer interactions and a lack of shared understanding of respect.

1052

Board Goal 5: Culture of Excellence

Performance Objective 2: Students Sense of Belonging Panorama Data will increase from 62% to 75%.

Evaluation Data Sources: Fall Panorama Survey
Spring Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Students will nominate their peers for "Ram of the Month" recognition using good character traits outlined in the "Ross Pledge." Nominations will highlight specific examples of how students demonstrate these traits in daily interactions, reinforcing the campus's core values. Strategy's Expected Result/Impact: Peer nominations based on the Ross Pledge will promote positive character development, strengthen the school's culture of respect and responsibility, and encourage students to model and recognize good character in others. Staff Responsible for Monitoring: Teachers Administrators Title I: 2.53, 2.531 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
				1053

Strategy 2 Details		Reviews			
Strategy 2: The campus will host two "I-Grow" celebrations each year--one at the end of each semester--to recognize and celebrate student growth based on individual goal-setting progress. Students will track their own goals throughout the semester, and those demonstrating growth will be honored during these events. Strategy's Expected Result/Impact: Celebrating student growth will increase motivation, reinforce the value of goal setting, and foster a positive, achievement-focused school culture where effort and progress are recognized. Staff Responsible for Monitoring: Teachers Administrators Title I: 2.53, 2.531, 2.533 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 2		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue 1054					

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Students' sense of belonging decreased from 65% to 62% according to the Panorama Survey. In particular, the item "People at this school understand what kind of person I am" declined by 9 points, indicating that fewer students feel personally understood and connected to the school community. Root Cause: Students have limited structured opportunities to build meaningful relationships and express their identities within the school setting.
Problem Statement 2: According to the Panorama Survey, the percentage of students who feel their peers show them respect decreased from 52% to 48%, indicating that nearly half of students do not feel respected by their classmates. Root Cause: Students struggle to understand and consistently demonstrate respectful behaviors. Many students have difficulty separating home experiences and norms from the behavioral expectations at school, resulting in inconsistent peer interactions and a lack of shared understanding of respect.

Board Goal 5: Culture of Excellence

Performance Objective 3: Student School Connectedness- Student Engagement Panorama data will increase from 58% to 65%.

Evaluation Data Sources: Fall Panorama Survey
Spring Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: To strengthen student engagement and connectedness, the campus will begin the year with professional development on the Listening Gym strategy. Teachers will implement Listening Gym routines in their classrooms to build active listening and increase participation. Strategy's Expected Result/Impact: Students will feel more engaged and connected by practicing active listening and participation, leading to improved classroom culture and stronger survey results. Staff Responsible for Monitoring: Administration MCLs Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
				1055

Strategy 2 Details		Reviews			
Strategy 2: Campus administration will conduct bi-monthly calibration walks with Multi-Classroom Leaders (MCLs) in their team teachers' classrooms. These walks will be used to align feedback, monitor the implementation of campus initiatives, and ensure consistency in student engagement across grade levels. Strategy's Expected Result/Impact: Regular calibration will improve fidelity of campus initiatives, leading to higher student engagement and achievement. Staff Responsible for Monitoring: Administrators MCLs Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 2		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue 1056					

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: Students' sense of belonging decreased from 65% to 62% according to the Panorama Survey. In particular, the item "People at this school understand what kind of person I am" declined by 9 points, indicating that fewer students feel personally understood and connected to the school community. Root Cause: Students have limited structured opportunities to build meaningful relationships and express their identities within the school setting. Problem Statement 2: According to the Panorama Survey, the percentage of students who feel their peers show them respect decreased from 52% to 48%, indicating that nearly half of students do not feel respected by their classmates. Root Cause: Students struggle to understand and consistently demonstrate respectful behaviors. Many students have difficulty separating home experiences and norms from the behavioral expectations at school, resulting in inconsistent peer interactions and a lack of shared understanding of respect.

Ector County Independent School District

Sam Houston Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



1057

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Board Goals 3

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Board Goals

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

Performance Objective 1: By May 2026, the % of scholars performing at the MEETs level on 3rd, 4th and 5th Math STAAR will increase from 35% 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%, 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 End of Year assessment

Iready Diagnostics
District Checkpoints

1059

Strategy 1 Details	Reviews			
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), internalize lesson plans, implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Teachers increased instructional effectiveness and increased student achievement in Math. Staff Responsible for Monitoring: Teachers MCLs Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: K-5 classroom teachers will target at risk populations in small group and ensure the use of iReady at least 60 minutes per week; and the campus Math Instructional Specialist will support novice teachers with planning and assist with student intervention groups. 4-5 grade will utilized Read 180 and ST math for 1416 kids. Strategy's Expected Result/Impact: Student growth as measured on MAP BOY to MAP EOY and STAAR growth for 4th and 5th grade. Staff Responsible for Monitoring: Teachers Math Instructional Specialist MCL Administrators Title I: 2.51, 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 Problem Statements: Curriculum, Instruction, and Assessment 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews1060			
Strategy 3: Initiate the implementation of blended learning in at least 50% of the campus classrooms and select a campus Blended Learning Site team that will support teachers in this new initiative. Strategy's Expected Result/Impact: More individualized lessons for students. Increased student engagement and academic achievement. Staff Responsible for Monitoring: Blended learning site team Administrators Instructional Specialist District Blended learning support team Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: School Organization 1 - Technology 1	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Sam Houston's student achievement at Meets and Masters categories is still not comparable to the state's achievement levels in Math and Science. Root Cause: There is a lack of consistent implementation of programs, resources, and coaching of teachers.
School Organization
Problem Statement 1: Math in k-3 is a lower performing area. Root Cause: consistent systems and implementation of rigorous lessons in k-2 math
Technology
Problem Statement 1: student differentiated instruction is not as strong as needed to reach all needs of students, especially in the area of enrichment Root Cause: lack of professional development in individualized instruction.

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, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 40% 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%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: MAP End of Year assessment

Iready Diagnostics
District Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), internalize lesson plans, implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Teachers increased instructional effectiveness and increased student achievement in Reading. Staff Responsible for Monitoring: Teachers MCLs Administrators Title I: 2.51, 2.52, 2.53 - 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 Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May
				1062

Strategy 2 Details		Reviews			
Strategy 2: K-5 classroom teachers will target at risk populations in small group instruction and they will utilize I-Ready 2 times a week for 30 minutes; Blended Learning in the beginning stages; and adhere to the ECISD ELAR Framework. Strategy's Expected Result/Impact: IReady lessons passed at 70% or higher (2-3 lessons a week) Checkpoint monitoring meets percentage Staff Responsible for Monitoring: Teachers MCLs Administrators Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Technology 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: Initiate the implementation of blended learning in at least 50% of the campus classrooms and select a campus Blended Learning Site team that will support teachers in this new initiative. Strategy's Expected Result/Impact: More individualized lessons for students. Increased student engagement and academic achievement. Staff Responsible for Monitoring: Blended learning site team Administrators Instructional Specialist District Blended learning support team Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Problem Statements: Technology 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Quality and consistent professional learning is needed to build PK-2's foundational skills and 3rd-5th grade's skills in providing intensive intervention. Root Cause: there is a large percentage of 1st - 3rd year teachers, especially in bilingual classrooms in k-2; experience is limited and it takes time to coach and strengthen these members to provide adequate intervention.
Technology
Problem Statement 1: student differentiated instruction is not as strong as needed to reach all needs of students, especially in the area of enrichment Root Cause: lack of professional development in individualized instruction.

1064

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 12% to 30%.

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 End of Year assessment
District Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Internalizing instruction), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Teachers increased instructional effectiveness and increased student achievement in Science. Staff Responsible for Monitoring: Teachers MCLs Administrators 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 Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				1065

Strategy 2 Details		Reviews			
Strategy 2: Teachers in 3rd, 4th and 5th grades will use Lone Star Science Structures to support a daily spiral review of critical standards in Science. Strategy's Expected Result/Impact: Increased student engagement in Science. Increased student achievement in Science. Staff Responsible for Monitoring: Teachers MCLs Title I: 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: Lone Star Science Structure licenses - Title One School- Improvement - \$4,000		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue 1066					

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Sam Houston's student achievement at Meets and Masters categories is still not comparable to the state's achievement levels in Math and Science. Root Cause: There is a lack of consistent implementation of programs, resources, and coaching of teachers.

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

Performance Objective 1: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 42% to 47%.

Indicators of Success:

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%

Evaluation Data Sources: MAP reading assessment
checkpoints
iReady diagnostics

Strategy 1 Details	Reviews			
Strategy 1: K-3 teachers will effectively implement guided reading structures and leveled literacy intervention groups daily. Strategy's Expected Result/Impact: Increased reading fluency and comprehension for students. Increased academic performance in reading. Staff Responsible for Monitoring: Teachers MCLs Administrators Title I: 2.51, 2.52, 2.53 Problem Statements: Demographics 2 - Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May
				1067

Strategy 2 Details		Reviews			
Strategy 2: Initiate the implementation of blended learning in at least 50% of the campus classrooms and select a campus Blended Learning Site team that will support teachers in this new initiative. Strategy's Expected Result/Impact: More individualized lessons for students. Increased student engagement and academic achievement. Staff Responsible for Monitoring: Teachers blended learning site team administrators District blended learning 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: Staff Quality, Recruitment, and Retention 1 - Technology 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					1068

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Our economically disadvantaged percentage is 89.6%, compared to the district average of 70%, causing lower attendance rate and making it more difficult to reach student achievement. Root Cause: Families are burdened with trying to make ends meet and do not prioritize school achievement in the family home. Cost of living is high for families.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Quality and consistent professional learning is needed to build PK-2's foundational skills and 3rd-5th grade's skills in providing intensive intervention. Root Cause: there is a large percentage of 1st - 3rd year teachers, especially in bilingual classrooms in k-2; experience is limited and it takes time to coach and strengthen these members to provide adequate intervention.
Technology
Problem Statement 1: student differentiated instruction is not as strong as needed to reach all needs of students, especially in the area of enrichment Root Cause: lack of professional development in individualized instruction.

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 43% to 48%

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: Checkpoints

MAP MOY and EOY

Diagnostic IReady Reports

Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), internalize lesson plans, implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Rigorous lessons IReady will show and increase of students meeting growth from BOY to EOY diagnostic check Percentage of students showing meets or better will increase on checkpoints Staff Responsible for Monitoring: MCLs Administrators Title I: 2.51, 2.52, 2.53 - 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 Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				1069
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Sam Houston's student achievement at Meets and Masters categories is still not comparable to the state's achievement levels in Math and Science. Root Cause: There is a lack of consistent implementation of programs, resources, and coaching of teachers.

1070

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

Performance Objective 3: By May of 2026, the number of students performing at the Meets level in 3rd RLA STAAR will increase from 28% to 33%.

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: MAP MOY and EOY

Monthly IReady Reports

Checkpoints

1071

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: Sam Houston will continue to be identified as an AVID certified campus through May 2026 to assist in the increase of College, Career, or Military Readiness.

Evaluation Data Sources: AVID site team agendas
AVID walk throughs and quarterly checks

Strategy 1 Details	Reviews			
Strategy 1: 2nd - 5th grade students will use daily planners for organization, portfolio binders for organization and interactive note taking books. Strategy's Expected Result/Impact: Increased organization and responsibility. Staff Responsible for Monitoring: Teachers AVID Coordinator Administrators Title I: 2.51 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 Funding Sources: planners - Local	Formative			Summative
	Oct	Jan	Mar	May
				1072
Strategy 2 Details	Reviews			
Strategy 2: All students in k-5 will use Leadership Portfolios to track their individual goals and data from all assessments. Classrooms will have classroom data trackers. Strategy's Expected Result/Impact: Student goal setting skills and tracking. Increased performance in core areas. Staff Responsible for Monitoring: Teachers MCLs Administrators Title I: 2.531 Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: binders, data trackers - Local	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: According to the Panorama Survey, students lack self-confidence in understanding complicated ideas in class. **Root Cause:** lack of foundational knowledge and support outside of school

Curriculum, Instruction, and Assessment

Problem Statement 1: Sam Houston's student achievement at Meets and Masters categories is still not comparable to the state's achievement levels in Math and Science. **Root Cause:** There is a lack of consistent implementation of programs, resources, and coaching of teachers.

1073

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: Sam Houston will implement College Days to showcase various colleges and career awareness at least one time per 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: Increased student awareness in the college and career opportunities

Strategy 1 Details	Reviews			
Strategy 1: Students and staff will wear college shirts the first Wednesday of each month and a different staff member will be showcased to expose students to staff college experiences. Strategy's Expected Result/Impact: Increased student awareness in the college and career opportunities Staff Responsible for Monitoring: AVID site team Teachers Title I: 2.532	Formative			Summative
	Oct	Jan	Mar	May
				1074
Strategy 2 Details	Reviews			
Strategy 2: Sam Houston will host a career day in the Spring to showcase various professions in order to expose students to higher educational opportunities and career pathways. Strategy's Expected Result/Impact: Increased student awareness in college and career opportunities Staff Responsible for Monitoring: AVID site team Counselor Teachers Title I: 2.532	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2026, 75% of our classroom teachers will be trained and implementing Blended Learning strategies in their classroom.

Evaluation Data Sources: Blended learning training session feedback
administrator walk throughs
lesson plans

Strategy 1 Details	Reviews			
Strategy 1: Professional development will be provided for teachers on blended learning strategies through the district blended learning department. Strategy's Expected Result/Impact: Enhanced individualized instruction for students in order to meet all levels of needs. Increased academic mastery for students. Staff Responsible for Monitoring: Teachers, Site team for blended learning administrators Title I: 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: School Organization 1 - Technology 1	Formative			Summative
	Oct	Jan	Mar	May
				1075
Strategy 2 Details	Reviews			
Strategy 2: Blended learning laps will be conducted by the blended learning support team to assist teachers in the implementation of choice boards, TEKS bins and individualized learning. Strategy's Expected Result/Impact: increased student engagement and achievement Staff Responsible for Monitoring: Teachers Blended learning district support team Title I: 2.52 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 - Technology 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Sam Houston's student achievement at Meets and Masters categories is still not comparable to the state's achievement levels in Math and Science. **Root Cause:** There is a lack of consistent implementation of programs, resources, and coaching of teachers.

School Organization

Problem Statement 1: Math in k-3 is a lower performing area. **Root Cause:** consistent systems and implementation of rigorous lessons in k-2 math

Technology

Problem Statement 1: student differentiated instruction is not as strong as needed to reach all needs of students, especially in the area of enrichment **Root Cause:** lack of professional development in individualized instruction.

1076

Board Goal 4: Classroom Excellence

Performance Objective 2: Sam Houston teachers will implement effective methods of participation in the classroom instruction, including students discourse, habits of discussion, and writing integration across all content areas.

Evaluation Data Sources: Walkthroughs and TTESS observations
Panorama Survey
Measurable Results Survey for Leader in Me

Strategy 1 Details	Reviews			
Strategy 1: The Instructional Leadership Team will provide professional development to teachers in habits of discussion and methods of participation. Strategy's Expected Result/Impact: Increased engagement in academic tasks by students. Increased student achievement. Staff Responsible for Monitoring: Teachers MCLs Instructional Specialist Administrators Title I: 2.51 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				1077

Strategy 2 Details		Reviews			
Strategy 2: MCLs and Instructional coach will be trained in effective instructional practices to increase rigor and engagement through the district with Uncommon Schools. The Campus team will be trainer of trainers for teachers and facilitate new learning through PLCs. Strategy's Expected Result/Impact: Increased rigorous instruction Staff Responsible for Monitoring: MCLs Instructional Specialist Administrators Title I: 2.51 - TEA Priorities: 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: Staff Quality, Recruitment, and Retention 1 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					1078

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: According to the Panorama Survey, students lack self-confidence in understanding complicated ideas in class. Root Cause: lack of foundational knowledge and support outside of school
Staff Quality, Recruitment, and Retention
Problem Statement 1: Quality and consistent professional learning is needed to build PK-2's foundational skills and 3rd-5th grade's skills in providing intensive intervention. Root Cause: there is a large percentage of 1st - 3rd year teachers, especially in bilingual classrooms in k-2; experience is limited and it takes time to coach and strengthen these members to provide adequate intervention.
Curriculum, Instruction, and Assessment
Problem Statement 1: Sam Houston's student achievement at Meets and Masters categories is still not comparable to the state's achievement levels in Math and Science. Root Cause: There is a lack of consistent implementation of programs, resources, and coaching of teachers.
School Organization
Problem Statement 1: Math in k-3 is a lower performing area. Root Cause: consistent systems and implementation of rigorous lessons in k-2 math

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2026, overall student attendance will increase from 93.5% to 94% through targeted attendance initiatives, attendance celebrations and consistent monitoring.

Evaluation Data Sources: Weekly attendance dashboard

Strategy 1 Details	Reviews			
Strategy 1: Monthly celebration for the class with highest attendance, as well as spontaneous checks 1 day weekly for the class with highest attendance percentage for celebrations. Strategy's Expected Result/Impact: increased attendance and student achievement Staff Responsible for Monitoring: Clerk Teachers Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1, 2 Funding Sources: incentives - Local	Formative			Summative
	Oct	Jan	Mar	May
				1079
Strategy 2 Details	Reviews			
Strategy 2: Nine weeks celebration for students with perfect attendance. They will receive a perfect attendance shirt and certificate. Strategy's Expected Result/Impact: increased student attendance Staff Responsible for Monitoring: clerk teachers counselor administrators Problem Statements: Demographics 1 Funding Sources: t-shirts - Local	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student attendance is still below the state average. Root Cause: Parents do not prioritize school attendance over other items and keep students home. Problem Statement 2: Our economically disadvantaged percentage is 89.6%, compared to the district average of 70%, causing lower attendance rate and making it more difficult to reach student achievement. Root Cause: Families are burdened with trying to make ends meet and do not prioritize school achievement in the family home. Cost of living is high for families.

Board Goal 5: Culture of Excellence

Performance Objective 2: All teachers will implement Leader In Me daily lessons in order to continue the teaching of well-rounded student leadership through the partnership with Franklin Covey, Inc.

Evaluation Data Sources: weekly lesson plans
MRA student and staff survey
Panorama survey

Strategy 1 Details	Reviews			
Strategy 1: Campus staff will receive a review of Core 1 training through Franklin Covey to help re-establish the foundation for new staff and students of the Leader In Me process. Strategy's Expected Result/Impact: Increased student responsibility and self-efficacy on Panorama survey for students. Staff Responsible for Monitoring: teachers Lighthouse Team TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 2 Funding Sources: Leader in Me books, posters - Local	Formative			Summative
	Oct	Jan	Mar	May
				1081
Strategy 2 Details	Reviews			
Strategy 2: The campus Lighthouse Team will receive Lighthouse training through Franklin Covey to help re-establish action team initiatives for the campus. Strategy's Expected Result/Impact: Better understanding of Lighthouse team responsibilities. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Our economically disadvantaged percentage is 89.6%, compared to the district average of 70%, causing lower attendance rate and making it more difficult to reach student achievement. **Root Cause:** Families are burdened with trying to make ends meet and do not prioritize school achievement in the family home. Cost of living is high for families.

Board Goal 5: Culture of Excellence

Performance Objective 3: Sam Houston will implement the House System (replicated from Ron Clark Academy) to increase student engagement and build a strong campus culture and community.

Evaluation Data Sources: Decreased disciplinary referrals
increased attendance
increased scores from student MRA and Panorama surveys

Strategy 1 Details	Reviews			
Strategy 1: All students and staff will be placed in a House and monthly celebrations will occur for the House with the most points earned for showing leadership habits across the campus. New staff will be trained in the House System through RCA professional development and campus House team. Strategy's Expected Result/Impact: Decreased disciplinary referrals Improved student and staff culture based on Panorama and MRA surveys Staff Responsible for Monitoring: House committee Teachers/Staff Administrators Title I: 2.52 Problem Statements: Demographics 1 - School Culture and Climate 1 Funding Sources: monthly incentives, house shirts - Local, professional development - Title One School-Improvement	Formative			Summative
	Oct	Jan	Mar	May
				1083
Strategy 2 Details	Reviews			
Strategy 2: The House Committee will assist in training and modeling for teachers the classroom practice of students speaking with confidence by standing and addressing their audience. Strategy's Expected Result/Impact: Increased classroom trust and participation Increased student confidence and engagement Staff Responsible for Monitoring: teachers House committee Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Student attendance is still below the state average. **Root Cause:** Parents do not prioritize school attendance over other items and keep students home.

School Culture and Climate

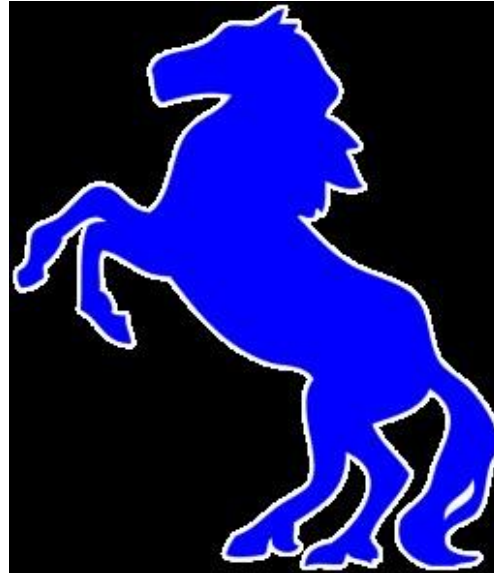
Problem Statement 1: According to the Panorama Survey, students lack self-confidence in understanding complicated ideas in class. **Root Cause:** lack of foundational knowledge and support outside of school

1084

Ector County Independent School District

San Jacinto Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



1085

Mission Statement

The mission of San Jacinto, a family of caring and responsible, highly qualified, interdependent, professional educators, parents, students, and community members, is to be advocates in developing responsible citizens and independent, self-disciplined, lifelong learners by challenging students via dynamic, innovative, and engaging educational opportunities to put forth their best effort in a safe and nurturing environment.

Vision

To inspire a love of learning and a commitment to kindness, creating a nurturing environment where students, families, and staff work together to build a foundation for lifelong learners who contribute meaningfully to their community.

1086

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Board Goals

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

Performance Objective 1: By May 2026, the percentage of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 46% to 55%.

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.

1088

Strategy 1 Details	Reviews			
Strategy 1: 3-5 instructional staff will sustain the implementation of Lone Star RLA with fidelity exposing all students to rigorous RLA spiral review which includes: reading comprehension practice, short-constructed response practice, and language/grammar and conventions (editing and revising) practice. Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: K-5 instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments). Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

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, the percentage of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 41% to 50%.

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, Campus Based Assessments, Short Cycle Assessments.

Strategy 1 Details		Reviews			
Strategy 1: K-5 instructional staff will sustain the implementation of Lone Star Math with fidelity exposing all students to rigorous math spiral review which includes: addition and subtraction, multiplication and division, fractions and fractional representations, place value, data analysis, geometry and measurement, and personal financial literacy through various stimuli and mathematical tools to demonstrate mathematical understanding of the TEKS. Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
					1090
Strategy 2 Details		Reviews			
Strategy 2: K-5 instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments). Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

1091

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, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 9% to 20%.

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, Campus Based Assessments, Short Cycle Assessments.

Strategy 1 Details		Reviews			
Strategy 1: 5th grade science teachers and additional instructional staff will sustain the implementation of I-READY lessons and the OVER strategy (including classroom demonstrations, hand on labs, and vocabulary activities) with fidelity exposing all students to rigorous and engaging Tier I instruction through the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments). Weekly hands-on labs and inquiry-based activities and learning will be connected to real-world experiences. Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
					1092
Strategy 2 Details		Reviews			
Strategy 2: Science vocabulary instruction will be taught by using word walls, interactive notebooks, and daily review routines. Science academic vocabulary will be reviewed daily to strengthen students' comprehension of scientific texts and assessments. Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Tutoring for fifth grade students will start in the fall semester. Tutoring will focus on science vocabulary, reading comprehension, and fluency. Strategy's Expected Result/Impact: Increased growth and achievement in the areas of reading comprehension and fluency tracked through SCAs, CBA/DBA, and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2 Funding Sources: - Title One School-wide - \$24,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: The fourth grade teachers will move up with their students to fifth grade. Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR Staff Responsible for Monitoring: Campus admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				1093
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: Fifth grade science meets percentage decreased 13%, from 23% to 10%. Root Cause: More emphasis needed to be placed on vocabulary, reading comprehension, and fluency.

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

Performance Objective 1: The percentage of 3rd grade students performing at the MEETS level on The Reading STAAR assessment will increase from 48% to 55%.

Indicators of Success:

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: STAAR, Campus Based Assessments, Short Cycle Assessments.

Strategy 1 Details	Reviews			
Strategy 1: Third grade instructional staff will sustain the implementation of Lone Star RLA with fidelity exposing all students to rigorous RLA spiral review which includes: reading comprehension practice, short-constructed response practice, and language/grammar and conventions (editing and revising) practice. Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				1094
Strategy 2 Details	Reviews			
Strategy 2: Third grade instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments). Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

1095

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-2 achieving or exceeding their Reading Rit goal will increase from 55% to 65%.

Indicators of Success:

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

Strategy 1 Details	Reviews			
Strategy 1: MCLs will work with grades kinder through 3rd grade to help teachers with the DDI process, lesson internalization, and planned interventions. Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				1096
Strategy 2 Details	Reviews			
Strategy 2: Kinder-Third grade instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments). Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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 3: The percentage of students k-3 achieving their growth goal will increase from 57% to 65%.

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 EOY Data

Strategy 1 Details	Reviews			
Strategy 1: MCLs will work with grades kinder through 3rd grade to help teachers with the DDI process, lesson internalization, and planned interventions. Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				1097
Strategy 2 Details	Reviews			
Strategy 2: Kinder-Third grade instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments). Strategy's Expected Result/Impact: Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, and campus Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	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 1: School Connectedness panorama data will increase from 57% 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: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Kinder-5th grade students will participate in iLead social-emotional lessons provided by their classroom teachers once every week. Strategy's Expected Result/Impact: Students will participate in activities that will help them feel cared for and connected with their teachers and peers. Staff Responsible for Monitoring: Campus Admin and counselors ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				1098
Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive training on the proper administration of the Fall and Spring Panorama surveys. Strategy's Expected Result/Impact: Students will understand the questions and vocabulary associated with the survey and complete the survey in a quiet, safe, and secure environment. Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	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: Student daily attendance will increase from 92.8% to 95%.

Indicators of Success:

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

Strategy 1 Details	Reviews			
Strategy 1: The attendance clerk will run weekly and monthly attendance reports and contact parents of students with chronic absences. Strategy's Expected Result/Impact: Parents will be informed about the importance of student attendance and receive assistance if needed. Staff Responsible for Monitoring: Campus admin ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May
				1099
Strategy 2 Details	Reviews			
Strategy 2: The top five classrooms with the highest attendance on a weekly basis will be recognized during morning announcements and given perfect attendance coupons. The top two classes with perfect attendance will be given special recognition every 9 weeks. Strategy's Expected Result/Impact: 95% attendance rate Staff Responsible for Monitoring: Campus Admin counselor Lead teachers ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: - Local - \$500	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: The current average student attendance rate is 93.5%, falling short of the campus goal of 95%. **Root Cause:** There is not enough timely communication with parents and students regarding attendance.

1100

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

Performance Objective 3: Exclusionary disciplinary infractions will decrease from 2% to 1%.

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%

Strategy 1 Details	Reviews			
Strategy 1: All students will participate in iLead social-emotional lessons provided by their classroom teachers once per week. Strategy's Expected Result/Impact: Students will learn how to reflect on their feelings and learn to verbalize their feelings appropriately. Staff Responsible for Monitoring: Counselors teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				1101
Strategy 2 Details	Reviews			
Strategy 2: All K-5th grade students will participate in at least one Guidance Lesson per month provided by the school counselor. Strategy's Expected Result/Impact: Students will learn how to reflect on their feelings and learn to verbalize their feelings appropriately. Staff Responsible for Monitoring: Counselors teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 1: Student daily attendance will increase from 92.8% to 95%.

Evaluation Data Sources: Daily Attendance Rate

Strategy 1 Details	Reviews			
Strategy 1: The attendance clerk will run weekly and monthly attendance reports and contact parents of students with chronic absences. Strategy's Expected Result/Impact: Parents will be informed about the importance of student attendance and receive assistance if needed. Staff Responsible for Monitoring: Campus admin ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May
				1102
Strategy 2 Details	Reviews			
Strategy 2: The top five classrooms with the highest attendance on a weekly basis will be recognized during morning announcements and given perfect attendance coupons. The top two classes with perfect attendance will be given special recognition every 9 weeks. Strategy's Expected Result/Impact: 95% attendance rate Staff Responsible for Monitoring: Campus Admin counselor Lead teachers ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: - Local - \$500	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The current average student attendance rate is 93.5%, falling short of the campus goal of 95%. Root Cause: There is not enough timely communication with parents and students regarding attendance.

1103

Board Goal 4: Classroom Excellence

Performance Objective 2: Increase support for the K-5 bilingual teachers

Evaluation Data Sources: SCA MAP Data

Strategy 1 Details	Reviews			
Strategy 1: Hire an MCL that will work exclusively with bilingual teachers. Strategy's Expected Result/Impact: Increased capacity for lesson planning, lesson preparation, instructional delivery, data disaggregation, and interventions. Staff Responsible for Monitoring: MCL and Campus Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
				1104
Strategy 2 Details	Reviews			
Strategy 2: Hire a campus bilingual specialist that will work exclusively with bilingual teachers and bilingual students. Strategy's Expected Result/Impact: Increased capacity for lesson planning, lesson preparation, instructional delivery, data disaggregation, and interventions. Increase the number of bilingual students that receive individual and small group instruction. Staff Responsible for Monitoring: Bilingual specialist and campus admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Third grade bilingual student achievement in reading and math was below their monolingual cohort. Root Cause: There were two substitutes in the fall semester, We hired a certified teacher in the spring semester.

1105

Board Goal 4: Classroom Excellence

Performance Objective 3: Increase support for the K-3 first year teachers.

Evaluation Data Sources: SCA MAP Data

Strategy 1 Details	Reviews			
Strategy 1: Hire instructional aides that will work with first year teachers. Strategy's Expected Result/Impact: Increased capacity for lesson planning, lesson preparation, instructional delivery, data disaggregation, and interventions. Staff Responsible for Monitoring: MCL and Campus Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				1106
Strategy 2 Details	Reviews			
Strategy 2: Hire MCLs that will work exclusively with first year teachers. Strategy's Expected Result/Impact: Increased capacity for lesson planning, lesson preparation, instructional delivery, data disaggregation, and interventions. Staff Responsible for Monitoring: MCL and Campus Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 1: School Connectedness panorama data will increase from 57% to 70%.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Kinder-5th grade students will participate in iLead social-emotional lessons provided by their classroom teachers once every week. Strategy's Expected Result/Impact: Students will participate in activities that will help them feel cared for and connected with their teachers and peers. Staff Responsible for Monitoring: Campus Admin and counselors ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive training on the proper administration of the Fall and Spring Panorama surveys. Strategy's Expected Result/Impact: Students will understand the questions and vocabulary associated with the survey and complete the survey in a quiet, safe, and secure environment. Staff Responsible for Monitoring: Assistant Principal ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 2: For the 25-26 school year, PTA membership will increase from 10 to 25 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: San Jacinto will use newsletters, social media, and school events to promote PTA membership. Strategy's Expected Result/Impact: Increased PTA participation Staff Responsible for Monitoring: PTA president ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers and staff will personally invite parents and guardians to join the PTA. Strategy's Expected Result/Impact: Increased PTA participation Staff Responsible for Monitoring: PTA President Campus Admin ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 3: Student sense of belonging panorama data will increase from 57% to 70%.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Kinder-5th grade students will participate in iLead social-emotional lessons provided by their classroom teachers once every week. Strategy's Expected Result/Impact: Students will participate in activities that will help them feel cared for and connected with their teachers and peers. Staff Responsible for Monitoring: Campus Admin and counselors ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive training on the proper administration of the Fall and Spring Panorama surveys. Strategy's Expected Result/Impact: Students will understand the questions and vocabulary associated with the survey and complete the survey in a quiet, safe, and secure environment. Staff Responsible for Monitoring: Assistant Principal ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				1109
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Ector County Independent School District
Wilson & Young Middle School
2025-2026 Board Goals/Performance Objectives/Strategies

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Board Goals

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Performance Objective 1: By May of 2026, the percentage of students achieving or exceeding their reading RIT goal will increase from 42% to 52% by spring of 2026.

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%

Evaluation Data Sources: BOY to EOY MAP Testing

Strategy 1 Details	Reviews 1112			
Strategy 1: Teachers will provide intervention to students through analyzing growth data and targeting students who are not on track to meet their one-year growth target. Targeted tutoring will be based previous year's STAAR Quintile, BOY MAP, Checkpoint Data, and STAAR Interim. Strategy's Expected Result/Impact: Increase student growth on EOY MAP and STAAR performance level growth Staff Responsible for Monitoring: RLA MCLS and Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Implementation of small group instruction during RLA block (6th and 7th) 8th grade Reading Lab with Tier 2 and 3 intervention based on student gaps and opportunities to provide reteach when necessary. Strategy's Expected Result/Impact: Increase in the number of students reaching reading RIT goal. Staff Responsible for Monitoring: RLA teachers, RLA MCLS, and Principal TEA Priorities: Build a foundation of reading and math	Formative			Summative
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No Progress



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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 of 2025, the percentage of students achieving or exceeding their math RIT goal will increase from 55% to 58%.

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: BOY and EOY MAP

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide intervention to students through analyzing growth data and targeting students who are not on track to meet their one-year growth target. Targeted tutoring will be based previous year's STAAR Quintile, BOY MAP, Checkpoint Data, and STAAR Interim. Strategy's Expected Result/Impact: Increase in number of students achieving RIT Goal Staff Responsible for Monitoring: Math Teachers, Math MCLs, Assistant Principal, Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Implementation of small group instruction during math block (6th and 7th) 8th grade Math Lab with Tier 2 and 3 intervention based on student gaps and opportunities to provide reteach when necessary. Strategy's Expected Result/Impact: strengthen Tier 2 and 3 interventions and lead to increase in number of students achieving their RIT goal. Staff Responsible for Monitoring: Math Teachers, Assistant Principal, MCLs, Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	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 students performing at the masters level on the Algebra I EOC will increase from 91% to 95% as measured by STAAR.

Indicators of Success:

English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: 2026 STAAR EOC Scores

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use district checkpoints to assess student's achievement level and track growth as they work towards meeting masters performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly with reteach. Strategy's Expected Result/Impact: Increase masters from 91% to 95%. Staff Responsible for Monitoring: Algebra I teacher, Assistant Principal. Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: 8th grade Algebra students will receive additional tutoring and intervention through IXL math and have access to tutoring before and after school. MAP assessments will create an individualized pathway in IXL to remediate and enrich based on each individual students learning needs. Strategy's Expected Result/Impact: Increase in % of students performing at masters level on STAAR Algebra I EOC. Staff Responsible for Monitoring: Algebra Teacher, Assistant Principal, Principal. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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No Progress



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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 4: By May of 2026, the percentage of students performing at the meets level on the math STAAR will increase from 30% to 45% as measured by STAAR.

Indicators of Success:

Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%

Evaluation Data Sources: District Checkpoints, BOY MAP, STAAR Interim, STAAR test, formative assessments

Strategy 1 Details		Reviews			
Strategy 1: 7th grade math teachers will track district checkpoint data as well as STAAR interim data to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess mastery and needs for reteach. Reteach plans such as spiral reviews, do now's, and exit tickets. Strategy's Expected Result/Impact: Increase in 7th grade meets performance level as measured by the 2026 STAAR. Staff Responsible for Monitoring: 7th Grade MCL, Assistant Principal, Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Teachers will provide TIER II and TIER III instruction based on data during Math Block (6th and 7th) and math lab (8th) Intervention will include small group, individualized lessons in IXL, and stations. Strategy's Expected Result/Impact: Increase the % of 7th grade math students performing at the meets level to 20%. Staff Responsible for Monitoring: 7th Grade math MCL, Assistant Principal, Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		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 5: By May of 2026, the percentage of RLA students performing at the meets level will increase from 47% to 55%.

Indicators of Success:

Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%

Evaluation Data Sources: District Checkpoints, STAAR interim, and STAAR 2026

Strategy 1 Details	Reviews			
Strategy 1: Using I-Ready data, BOY MAP data, and district checkpoint assessments teachers will track student mastery of TEKS. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly through small group and reteach. (6th and 7th during Tier II and Tier III intervention during block, 8th grade lab) Strategy's Expected Result/Impact: Increase in % of students performing at the meets level on STAAR 2026 Staff Responsible for Monitoring: 7th Grade RLA MCL, Principal 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
	Oct	Jan	Mar	May
				1118
Strategy 2 Details	Reviews			
Strategy 2: RLA teachers will utilize blended learning to provide increased individualized intervention , student choice, and student data tracking. Strategy's Expected Result/Impact: Increase student engagement and mastery of material which will increase 5% of 7th grade students performing meets performance level on the 2026 STAAR Staff Responsible for Monitoring: RLA MCLs and Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

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 6: By May of 2026, the percentage of 8th grade students performing meets level on Science will increase from 39% to 45%.

Indicators of Success:

Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%

Evaluation Data Sources: STAAR interim and STAAR 2026 Data

Strategy 1 Details	Reviews			
Strategy 1: Student data tracking of performance on BOY MAP, district checkpoints, and STAAR interim data. Strategy's Expected Result/Impact: Increase in student knowledge of performance and increase targeted Tier II and III instruction to increase % of meets level student performance Staff Responsible for Monitoring: 8th Grade Science PLC, Assistant Principal, Principal ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				1119
Strategy 2 Details	Reviews			
Strategy 2: Through support of Region 18, curriculum, Department head, implement PLC process, observations within classrooms, and coaching sessions to improve curriculum and teacher content knowledge of Science TEKS/standards. Strategy's Expected Result/Impact: increase teacher efficiency and content knowledge leading to growth in the area of MEETS as measured by the STAAR Staff Responsible for Monitoring: 8th Grade Science, Assistant Principal, Principal Title I: 2.51 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	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 7: By May of 2026, the percentage of students performing at the approaches level in 8th grade Social Studies will increase from 43% to 62% as measured by STAAR.

Indicators of Success:

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

Evaluation Data Sources: District Checkpoints, STAAR interim, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Social studies teachers, with the help of the IC and department head will analyze district checkpoint data. The instructional frameworks, frequently tested TEKS, and standards analysis to ensure lesson alignment and reteach are consistent. Strategy's Expected Result/Impact: Increase in number of students achieving the approaches performance level to 62% Staff Responsible for Monitoring: IC, 8th Grade Social Studies teachers, Principal Title I: 2.51 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
				1120
Strategy 2 Details	Reviews			
Strategy 2: Region 18 coaching, curriculum, IC, and Department head, implement PLC process, observations within classrooms, and coaching sessions to improve teacher content knowledge of the TEKS, and implementation of embedded student engagement strategies. Strategy's Expected Result/Impact: Increase in student engagement during content leading to increase in performance of approaches to 62% Staff Responsible for Monitoring: IC, 8th Grade Social Studies, Principal ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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No Progress



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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.

1122

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: Wilson and Young Middle School will increase college and career readiness by creating opportunities for students to develop instructional routines and skills that support secondary academic success which leads to post-secondary and career 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%

Evaluation Data Sources: AVID evidence, increase in students taking Honors level curriculum, increase across all contents and grades students performing at meets level.

Strategy 1 Details	Reviews			
Strategy 1: Wilson and Young AVID site team will meet monthly and will communicate AVID goals to teams and teachers, and will collect AVID evidence of the implementation of WICOR from all content area classrooms. Strategy's Expected Result/Impact: Improve rigor and depth of knowledge across content and grade levels Staff Responsible for Monitoring: AVID coordinator, Assistant Principal, Principal TEA Priorities: Connect high school to career and college	Formative			Summative
	Oct	Jan	Mar	May
				1123
Strategy 2 Details	Reviews			
Strategy 2: Wilson and Young will offer a 6th grade College and Career Exploration course to introduce students to various careers and colleges. Strategy's Expected Result/Impact: Increase % of students entering AVID pathway. Staff Responsible for Monitoring: AVID Coordinator, Assistant Principal, Principal TEA Priorities: 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: By May of 2026, student attendance will increase from 92.7% to 94%.

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

Evaluation Data Sources: Attendance rates

Strategy 1 Details	Reviews			
Strategy 1: Attendance taken daily, timely, and consistently. Attendance clerk making daily notifications for teachers to take attendance. Strategy's Expected Result/Impact: Accurate ADA period attendance daily Staff Responsible for Monitoring: Attendance Clerks, AP's, Principal	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Office staff, teachers, and counselors will complete parent contacts for 2nd period in eduphoria. Assistant Principals and Social Worker will complete attendance truancy contracts in order to improve daily attendance. Strategy's Expected Result/Impact: Increase in % of students attending school Staff Responsible for Monitoring: Attendance clerks, AP's, Principals, Social Worker	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: By May of 2026, decrease the number of discipline referrals from 1523 to 1250.

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

Evaluation Data Sources: Discipline data reports

Strategy 1 Details	Reviews			
Strategy 1: Implementation of consistent signage utilizing Safe, Respectful, Responsible in all common areas and classrooms. Strategy's Expected Result/Impact: Decrease in referrals from common areas (RR, Hallway, Cafeteria) due to clearly defined expectations Staff Responsible for Monitoring: AP, Principal, Discipline Clerk	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Implementation of social contracts and temperature checks in all classrooms. Strategy's Expected Result/Impact: Increase student buy in to classroom processes and procedures. Increase in student feeling of belonging Staff Responsible for Monitoring: AP's and Principal				1125
	Formative			Summative
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Board Goal 4: Classroom Excellence

Performance Objective 1: Wilson and Young will increase the teacher retention rate from 55.6% to 63% by May of 2026.

Evaluation Data Sources: Staff retention rate for the 2025-2026 school year

Strategy 1 Details	Reviews			
Strategy 1: All new to campus classroom teachers (DOI, certified, and IF) will be assigned a high performing experienced teacher mentor. Strategy's Expected Result/Impact: Increase in new to campus teachers feeling supported and advocate on campus Staff Responsible for Monitoring: Principal, Assigned Mentors	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The percentage of teacher/staff feeling they receive applicable/relevant coaching and feedback will improve from 47% to 62% as measured by the panorama survey by May of 2026. Strategy's Expected Result/Impact: Increase in student growth Increase in teacher/staff retention Staff Responsible for Monitoring: AP's, Principal, MCLs. IC	Formative			Summative
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				1126
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 2: Wilson and Young Middle School will implement targeted instructional strategies aimed at increasing student engagement, with the goal of raising the percentage of students who report feeling engaged from 20% to 35% by May 2026

Evaluation Data Sources: Student engagement walkthroughs, Panorama Data, STAAR 2026 scores

Strategy 1 Details	Reviews			
Strategy 1: Wilson and Young will train teachers/staff and implement student engagement strategies across all contents and grade levels as measured by engagement walkthroughs. Strategy's Expected Result/Impact: Increase student engagement Increase student growth on MAP and STAAR Staff Responsible for Monitoring: AP's, Principal, DC's, MCLs TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				1127
Strategy 2 Details	Reviews			
Strategy 2: Wilson and Young will continue implementation of Blended Learning in all RLA classrooms. Strategy's Expected Result/Impact: Increase in student engagement Increase in student voice and choice Staff Responsible for Monitoring: Principal, Department Chair of RLA, RLA MCLs TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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Board Goal 5: Culture of Excellence

Performance Objective 1: Wilson and Young school connectedness indicator will increase from 32% to 40% by May 2026 as measured by Panorama.

Evaluation Data Sources: Panorama Student Survey

Strategy 1 Details	Reviews			
Strategy 1: Wilson and Young will offer multiple opportunities for students and families to engage with the campus through Family Engagement, Open House, TELPAS parent night, and extra-curricular events. Strategy's Expected Result/Impact: Increase student and family connectedness to the campus Staff Responsible for Monitoring: Principal, APS, Title I coordinator Title I: 2.51 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				1128
Strategy 2 Details	Reviews			
Strategy 2: Wilson and Young will offer multiple opportunities for students to engage in extracurricular activities to increase school connectedness. (athletics, fine arts, NJHS, E Sports) Strategy's Expected Result/Impact: Increase % of students feeling connected to the campus through their areas of interest Staff Responsible for Monitoring: Principal, AP's, Coaches, Sponsors ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Communities and Schools will increase campus support of identified students (at risk for dropout, eco dis students, and students in need of mental health support) through wrap around services such as academic tracking, uniform and food assistance, and parent liaison. Strategy's Expected Result/Impact: Increase school support for at risk, eco dis, and struggling students Staff Responsible for Monitoring: CIS partner, Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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No Progress



Accomplished



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Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2026, Wilson and Young Middle School will increase the percentage of students who report experiencing rigorous academic expectations in their classrooms from 53% to 60%, as measured by the Panorama Student Survey.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: All core content (Math, RLA, Science, Social Studies) will engage in PLCs daily with a weekly action item per the district PLC guide. PLCs will engage in unpacking standards, data analysis, planning for reteach. Strategy's Expected Result/Impact: Increase in high quality instruction with an emphasis on student engagement and rigorous instruction Staff Responsible for Monitoring: AP's, MCLs, DC's, Principal, IC TEA Priorities: Recruit, support, retain teachers and principals, 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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Strategy 2 Details	Reviews			
Strategy 2: Wilson and Young will prioritize strong instruction within RLA and Math in 6th and 7th grade through block. Block scheduling will provide Tier I whole group with daily intervention/enrichment time. All 8th graders that did not pass STAAR will be scheduled in a Tier II and Tier III intervention lab based on student needs. Strategy's Expected Result/Impact: Increase student growth in meets on RLA and Math (6th and 7th grade) Staff Responsible for Monitoring: AP, MCLS, Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Ector County Independent School District

Zavala Elementary

2025-2026 Board Goals/Performance Objectives/Strategies



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Mission Statement

Zavala Magnet Elementary is dedicated to providing students with a high-quality education, with strong foundational skills, to become life-long learners.

Vision

We believe that EVERY child can succeed in reaching their academic goals to become a responsible and productive citizen.

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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 the end of the 2025-2026 school year, the percentage of students achieving the Meets grade level standard on the STAAR Reading assessment will increase from 31% to 41% in 3rd grade, from 28% to 38% in 4th grade, and from 45% to 55% in 5th grade.

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%, 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 classroom assessments

Student Checkpoint Assessments

MAP Reading Growth Assessments

STAAR Reading Benchmark Assessments

2025-2026 STAAR Reading Results

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Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement blended learning rotations that include teacher-led small groups, adaptive digital programs, and independent reading tasks aligned to student needs and MAP/SCA data. Strategy's Expected Result/Impact: Students will receive personalized instruction that targets their specific reading gaps, leading to increased engagement, improved reading fluency and comprehension, and measurable growth in MAP and STAAR reading performance. Staff Responsible for Monitoring: teacher, MCL, administrators. 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: Student Achievement 2	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: MCLs and leadership will lead biweekly PLCs focused on analyzing reading data from Checkpoints, MAP, and informal checks to develop responsive plans for reteaching and enrichment. Strategy's Expected Result/Impact: MCL-led PLCs will strengthen teacher capacity through collaborative planning, real-time coaching, and ongoing professional growth. As a result, teachers will use data to make informed instructional decisions, leading to more targeted reteach plans, improved lesson alignment, and increased student achievement in reading. Staff Responsible for Monitoring: Principal Assistant Principal Multi-Classroom Leaders (MCLs) Title I: 2.52, 2.534 - 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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Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: In 24-25 only 38% of 3rd grade students were reading on grade level. Root Cause: Students are reading below grade level in 3rd grade because they did not receive systematic and explicit phonics instruction in Kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hinder fluency and comprehension in later 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 the end of the 2025-2026 school year, the percentage of students achieving the Meets grade level standard on the STAAR Math assessment will increase from 30% to 40% in 3rd grade, from 38% to 48% in 4th grade, and from 34% to 44% in 5th grade.

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%, 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: Informal classroom assessments

Student Checkpoint Assessments

MAP Reading Growth Assessments

STAAR Reading Benchmark Assessments

2025-2026 STAAR Reading Results

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Strategy 1 Details	Reviews			
Strategy 1: MCLs and leadership will implement the PLC process, develop TEKS knowledge (Internalize instructions), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: IReady Diagnostics increasing from BOY to EOY Checkpoints MAP growth from BOY to MOY to EOY Staff Responsible for Monitoring: MCLs Principals Title I: 2.51, 2.53, 2.534 - 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 Problem Statements: Student Achievement 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Students who are at-risk will be supported with targeted intervention. HB 1416 kids will use ST Math to meet the required tutoring hours three time a week for 20 -30 minutes each session. All grades will use Blended Learning in the beginning stages. i-Ready for 3rd-5th and Math Academy K-2 for 20 minutes three times a week and adhere to the ECISD math framework. Strategy's Expected Result/Impact: MAP Growth BOY to MOY Checkpoints scoring at meets level Staff Responsible for Monitoring: MCLS Principals Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
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Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: In 24-25 only 36% of 3rd grade students were on grade level math Root Cause: Only 36% of 3rd grade students are on grade level in math, largely due to unfinished learning and inconsistent development of number sense in K-2. Without a strong understanding of place value, number relationships, and math fluency, students struggle with multi-step problem-solving and conceptual reasoning in 3rd grade.

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 the end of the 2025-2026 school year, the percentage of students achieving the Meets grade level standard on the STAAR Science assessment will increase from 9% to 20% in 5th grade.

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: Informal classroom assessments

Student Checkpoint Assessments

MAP Reading Growth Assessments

STAAR Reading Benchmark Assessments

2025-2026 STAAR Reading Results

1138

Strategy 1 Details		Reviews			
Strategy 1: MCLs and leadership will implement the PLC process, develop TEKS knowledge (Internalizing instruction), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Checkpoints monitoring Meets percentage in grades 3-5 Reading to ensure progress toward STAAR targets. Staff Responsible for Monitoring: MCLs Principals Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 5		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Science will be taught daily using district-approved resources in grades K-5 a minimum of 30 minutes per day. Strategy's Expected Result/Impact: Checkpoints monitoring Meets percentage in grades 3-5 Reading to ensure progress toward STAAR targets. Staff Responsible for Monitoring: MCLs Principals Teachers Title I: 2.51, 2.52, 2.53, 2.535 - TEA Priorities: 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: Student Achievement 5	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue 1139				

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 5: Only 9% of students met grade-level expectations and 2% achieved mastery on the Science STAAR assessment in 2024-2025, indicating that the majority of students are not demonstrating sufficient content knowledge and critical thinking skills needed for grade-level proficiency. Root Cause: Limited time and rigor in science instruction, reduced hands-on labs, and weak vertical alignment lead to gaps in foundational knowledge and vocabulary.

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 Spring 2026, the percentage of 1st grade students reading at or above grade level on the MAP assessment will increase from 35% 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%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: Informal classroom assessments

MAP Reading Assessment Data (Fall and Winter)

Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: MCLs and leadership will refine and implement the PLC 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: PLC process will be implemented 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: MCLs Principals Title I: 2.51, 2.52, 2.534 - 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, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May
				1140

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; Blended Learning will implemented. Tutoring groups will be utilized to provide interventions. 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. Students will be monitored monthly through iReady tests to ensure growth goal is met. MAP assessments will be monitored BOY to MOY to ensure RIT is met. Staff Responsible for Monitoring: MCLs Classroom teachers Principals Title I: 2.51, 2.52, 2.53 - 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 Problem Statements: Student Achievement 2		Formative			Summative
		Oct	Jan	Mar	May
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 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: In 24-25 only 38% of 3rd grade students were reading on grade level. Root Cause: Students are reading below grade level in 3rd grade because they did not receive systematic and explicit phonics instruction in Kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hinder fluency and comprehension in later grades.

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 the end of the 2025-2026 school year, the percentage of 3rd grade students achieving the Meets grade level standard on the STAAR Reading assessment will increase from 31% to 41%.

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%

Evaluation Data Sources: Informal classroom assessments

Student Checkpoint Assessments

MAP Reading Growth Assessments

STAAR Reading Benchmark Assessments

2025-2026 STAAR Reading Results

1142

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will refine and implement the PLC process, enhance TEKS understanding through internalizing lessons , apply the Observation/Feedback coaching model, and analyze student work in PLCs to ensure mastery of learning objectives. Strategy's Expected Result/Impact: iReady will show and increase of students meeting growth from BOY to EOY diagnostic check Percentage of students showing meets or better will increase on checkpoints Staff Responsible for Monitoring: MCLs Principals Title I: 2.51, 2.52, 2.53, 2.534 - 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 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; Blended Learning will be implemented. Tutoring groups will be utilized to provide interventions, and adhere to the ECISD RLA Framework. Strategy's Expected Result/Impact: Increased engagement in Tier I instructions through Blended Learning stations. iReady will show and increase of students meeting growth from BOY to EOY diagnostic check Percentage of students showing meets or better will increase on checkpoints Staff Responsible for Monitoring: MCLs Classroom Teachers Principals Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2		Formative			Summative
		Oct	Jan	Mar	May
					1143
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: In 24-25 only 38% of 3rd grade students were reading on grade level. Root Cause: Students are reading below grade level in 3rd grade because they did not receive systematic and explicit phonics instruction in Kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hinder fluency and comprehension in later grades.

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%

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
					1144
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: 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
		Oct	Jan	Mar	May



No Progress



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1145

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: By Spring of 2026, the school connectedness Panorama data will increase from 62% to 66%.

- 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:** Walk-throughs
- Recognition of Student Learning
- Family Engagment Nights

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 Title I: 2.531 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
Strategy 2: Character Ed lessons will be implemented monthly 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
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2026, 90% of classrooms will consistently implement blended learning rotations with clear routines, small-group instruction, and aligned AVID strategies (WICOR, Focused Note-Taking).

Evaluation Data Sources: Lesson plans aligned to TEKS and AVID strategies (Focused Note-Taking, WICOR).

Walkthrough evidence of standards-based small groups and blended learning rotations.

MAP Growth, STAAR, DCAs, CBAs (disaggregated by student groups).

PLC notes showing how teachers use data to plan interventions/enrichment.

AVID binder checks (organization & tracking of goals).

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing Professional Development to incorporate instructional coaching and classroom modeling. Strategy's Expected Result/Impact: The expected impact would be teachers building knowledge and confidence in planning and delivering blended learning with fidelity. The result being increased teacher capacity and consistency in implementing blended learning structures campus wide. Staff Responsible for Monitoring: Campus Administration, MCLs Title I: 2.52, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Implement Instructional Coaching Cycles by using MCLs and administrators to provide feedback through coaching cycles focus on blended learning routines and AVID integration. Strategy's Expected Result/Impact: Teachers receive personalized support and actionable feedback to refine practice, resulting in improved instructional quality and higher rates of blended learning implementation across classrooms. Staff Responsible for Monitoring: Campus Administration and MCLs Title I: 2.52, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2026, 90% of classrooms will demonstrate evidence of a culture of excellence -- high expectations, strong student engagement, and consistent routines -- as measured by TTESS walk-throughs.

Strategy 1 Details	Reviews			
Strategy 1: Establish and communicate clear campus-wide instructional expectations by defining non-negotiables for classroom excellence (high expectations, engagement strategies, and routines) and communicate them to staff through PD and PLCs. Strategy's Expected Result/Impact: Teachers have a shared understanding of what excellence looks like in every classroom, resulting in consistent instructional practices and improved classroom culture across grade levels. Staff Responsible for Monitoring: Leadership team, Teacher leads, and the Emergent Tree leadership team Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				1150
Strategy 2 Details	Reviews			
Strategy 2: Implement instructional coaching and feedback cycles through administrators and instructional coaches conducting regular walkthroughs, and providing targeted, timely feedback tied to TTESS indicators. Strategy's Expected Result/Impact: Teachers receive support to refine practice and align instruction with campus goals, resulting in measurable improvement in TTESS walkthrough data, reflecting stronger classroom culture. Staff Responsible for Monitoring: Campus Administration and MCLs Title I: 2.534 - 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
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2026, discipline referrals will decrease by 10%, creating more time for teaching and learning.

- Evaluation Data Sources: Discipline Referral Reports
- Classroom Walkthrough Data
- Leadership Meeting Notes
- Panorama Student Survey

Strategy 1 Details	Reviews			
Strategy 1: Implement Emergent Tree with the campus leads and begin campus-wide implementation by establishing clear behavior expectations, teach them explicitly, and recognize students for meeting them through consistent positive reinforcement systems. Strategy's Expected Result/Impact: Students understand and internalize behavior expectations. Positive behaviors are celebrated more frequently than negative ones are corrected resulting in reduction in office referrals as students are motivated to meet expectations and receive recognition. Staff Responsible for Monitoring: Emergent Tree Leads, Campus Administration Title I: 2.533 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				1151

Strategy 2 Details	Reviews			
Strategy 2: Provide Tier 1 and Tier 2 classroom management training for teachers by offering professional development on proactive classroom management, de-escalation strategies, and consistent routines. Strategy's Expected Result/Impact: Teachers are better equipped to manage behaviors within the classroom setting resulting in decreasing in behaviors escalating to office-managed referrals, leading to more instructional time. Staff Responsible for Monitoring: Campus Administration, Emergent Tree leads, and MCLs Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 4: By May 2026, student daily attendance will increase from 91% to 95%.

Evaluation Data Sources: daily attendance reports and tardies monitoring

Strategy 1 Details	Reviews			
Strategy 1: Office staff will monitor student attendance and implement a tiered attendance intervention system with early family outreach. Strategy's Expected Result/Impact: Early intervention and consistent follow-up will reduce chronic absenteeism and improve overall daily attendance to 95%. Staff Responsible for Monitoring: office staff (parent liaison,attendance clerk, registrar), counselor, and administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Parent Liaison - Title One School- Improvement - \$30,000	Formative			Summative
	Oct	Jan	Mar	May
				1153
Strategy 2 Details	Reviews			
Strategy 2: Implement an attendance challenge amongst classes, rewarding the class with the highest weekly attendance to build excitement and foster a culture of showing up every day. Strategy's Expected Result/Impact: A consistent and visible emphasis on attendance will motivate students and families to prioritize daily school attendance, helping to reach the goal of 95%. Staff Responsible for Monitoring: office staff (parent liaison,attendance clerk, registrar), counselor, and administrators Title I: 2.533 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 1: Increase Panorama School Connectedness data from 62% to 72% by May 2026.

Evaluation Data Sources: Panorama Survey Results (student connectedness/belonging measures, fall & spring administrations)

Student Attendance Reports (daily attendance trends as an indirect measure of engagement/connection)

Participation Logs (student involvement in leadership, clubs, afterschool programs, and school events)

Parent/Family Engagement Logs (sign-ins at family nights, AVID workshops, conferences)

iLead (lesson completion logs, teacher reflections, coaching notes)

Classroom Walkthrough Data (TTESS 3.3: Classroom Culture -- evidence of positive relationships and engagement)

Strategy 1 Details	Reviews			
Strategy 1: Implement a Campus-Wide Positive Relationship Initiative- Train teachers and staff on strategies to build strong student-teacher relationships (e.g., greeting students at the door, regular check-ins, restorative circles) using Emergent Tree. Strategy's Expected Result/Impact: The expected impact would be that students feel seen, valued, and supported by adults on campus. The result of this strategy would be an improved sense of belonging and trust in staff, leading to higher connectedness scores. Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				1154
Strategy 2 Details	Reviews			
Strategy 2: Strengthen Family-School Partnerships by host family engagement nights focused on student learning and well-being. Strategy's Expected Result/Impact: The expected impact is that families feel connected and engaged, which encourages students to value school relationships. The desired result being a stronger home-school connection that reinforces students' sense of belonging at school. Staff Responsible for Monitoring: Campus administration, school leadership, teachers, PTA ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



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1155

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2026, family participation in school events will increase by 10% as measured by event sign-ins and engagement records.

- Evaluation Data Sources:** Event Sign-In Sheets (parent/family attendance logs at school events)
- SchoolStatus/Communication Logs (messages, responses, and engagement rates)
- Social Media & Newsletter Engagement Metrics (views, likes, shares, or clicks on school communications)
- Meeting Records (agendas and minutes from PTA, Site-Based Decision Making Committee, or Family Nights)

Strategy 1 Details	Reviews			
Strategy 1: Schedule events at varying times (morning, afternoon, evening, and virtual options) to accommodate different family work schedules. Strategy's Expected Result/Impact: The impact will be that families who typically cannot attend evening events will have more opportunities to engage. The result will be Increased attendance from a broader range of families, leading to stronger representation across the school community. Staff Responsible for Monitoring: Campus Administration, Campus Leadership ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				1156
Strategy 2 Details	Reviews			
Strategy 2: Provide small incentives such as student recognition, raffle prizes, or classroom rewards tied to family attendance. Strategy's Expected Result/Impact: The expected impact would be to create excitement and motivation for families to participate more consistently. Staff Responsible for Monitoring: The result being improved participation rates as families feel their involvement is valued and celebrated. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				



DISCUSSION OF SUNSET YOUTH GOLF CENTER

Sunset Youth Golf Center (SGYC) Committee Chairs, Sara Moore and Kevin Searcy, will share the Committee's plan for improvements to Sunset Golf Course's driving range, club house, and par 3 course. The purpose of these improvements is to provide ECISD students a safe and accessible place to practice and develop their golf skills.



DISCUSSION OF STRATEGIC PLAN

This presentation will provide an overview of the development process for the new 5-Year Strategic Plan and highlight the key priorities and initiatives identified for implementation. Presenters are Dr. Keeley Boyer and Dr. Elliott Witney, CEO of ECHO Learning.