

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 8, 2026, 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 the Texas Open Meetings Act, Texas Government Code, Chapter 551, 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 2026-2027 ECISD Campus Improvement Plans 2
 - B. Discussion of the 2026 Facilities Condition Assessment Conducted by Parkhill and Alpha Facilities Solutions 1445
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 2026-2027 ECISD CAMPUS IMPROVEMENT PLANS

Presentation and discussion of the 2026-2027 Campus Improvement Plans (CIP) led by Executive Director of Leadership Julie 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).

Ector County Independent School District

Austin Montessori Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



Mission Statement

To cultivate independent, compassionate, and intellectually curious learners by providing an authentic Montessori education that empowers every child to reach their highest potential.

Vision

Austin Montessori Elementary will inspire students to become lifelong learners, critical thinkers, collaborative problem-solvers, and responsible global citizens who lead with integrity, curiosity, and respect.

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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. 19

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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 in grades 3-5 scoring at the Meets level on the Reading STAAR Interim will increase from 41% to 48%, the percentage of students in grades 3-5 scoring at the Meets level on the Math STAAR Interim will increase from 32% to 40%, and the percentage of 5th grade students scoring at the Meets level on the Science STAAR Interim will increase from 25% to 35% by January 2027.

HB3 Board Goal

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

Strategy 1 Details					Reviews																							
Strategy 1: Strengthen standards-aligned Tier 1 reading instruction through intentional alignment of Montessori methodology, grade-level TEKS, district curriculum resources, and assessment rigor through collaborative planning and PLCs. Strategy's Expected Result/Impact: Increased alignment between daily instruction and grade-level standards will result in improved student mastery of Reading TEKS and an increased percentage of students achieving Meets Grade Level or above on STAAR. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Special Education Staff, Instructional Support Staff <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Utilize PLCs to internalize priority Reading TEKS, analyze assessment expectations, and collaboratively plan rigorous grade-level instruction.</td><td>Principal, Assistant Principal, Classroom Teachers, Special Education Teachers</td><td>August 2026-May 2027; weekly</td><td></td></tr><tr><td>2</td><td>Implement standards-aligned Tier 1 reading instruction that includes explicit instruction, rigorous questioning and tasks, student discourse, differentiated learning opportunities, and purposeful integration of Montessori practices and materials.</td><td>Classroom Teachers, Special Education Teachers</td><td>August 2026-May 2027; daily</td><td></td></tr><tr><td>3</td><td>Conduct regular classroom walkthroughs and provide timely, actionable feedback focused on TEKS alignment, instructional rigor, student engagement, differentiation, and implementation of the campus instructional model. Use walkthrough trends to identify campuswide professional learning and coaching needs.</td><td>Principal, Assistant Principal</td><td>August 2026-May 2027; ongoing</td><td></td></tr></table> Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Utilize PLCs to internalize priority Reading TEKS, analyze assessment expectations, and collaboratively plan rigorous grade-level instruction.	Principal, Assistant Principal, Classroom Teachers, Special Education Teachers	August 2026-May 2027; weekly		2	Implement standards-aligned Tier 1 reading instruction that includes explicit instruction, rigorous questioning and tasks, student discourse, differentiated learning opportunities, and purposeful integration of Montessori practices and materials.	Classroom Teachers, Special Education Teachers	August 2026-May 2027; daily		3	Conduct regular classroom walkthroughs and provide timely, actionable feedback focused on TEKS alignment, instructional rigor, student engagement, differentiation, and implementation of the campus instructional model. Use walkthrough trends to identify campuswide professional learning and coaching needs.	Principal, Assistant Principal	August 2026-May 2027; ongoing		Formative			Summative
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				7																								

Strategy 2 Details					Reviews																							
Strategy 2: Implement a consistent campuswide data-response cycle to identify reading skill gaps and provide targeted small-group instruction, intervention, specially designed instruction, accommodations, and progress monitoring based on individual student needs. Strategy's Expected Result/Impact: Students, including students receiving Special Education services, will receive timely and targeted instructional support, resulting in accelerated growth, reduced achievement gaps, and increased Reading STAAR performance. Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers, Special Education Teachers, Montessori Instructional Support Staff <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Analyze campus, district, interim, and progress-monitoring data during PLCs to identify students and standards requiring additional support.</td><td>Principal, Assistant Principal, Classroom Teachers, Special Education Teachers</td><td>August 2026-May 2027; ongoing during PLC/data cycles</td><td></td></tr><tr><td>2</td><td>Provide targeted small-group intervention and monitor student response to instruction.</td><td>Classroom Teachers, Special Education Teachers, Montessori Instructional Support Staff</td><td>August 2026-May 2027; ongoing</td><td></td></tr><tr><td>3</td><td>Strengthen collaboration between general education and Special Education teachers to align grade-level instruction, accommodations, SDI, and progress monitoring.</td><td>Classroom Teachers, Special Education Teachers, Principal, Assistant Principal</td><td>August 2026-May 2027; weekly through collaborative planning/PLCs</td><td></td></tr></table> Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Analyze campus, district, interim, and progress-monitoring data during PLCs to identify students and standards requiring additional support.	Principal, Assistant Principal, Classroom Teachers, Special Education Teachers	August 2026-May 2027; ongoing during PLC/data cycles		2	Provide targeted small-group intervention and monitor student response to instruction.	Classroom Teachers, Special Education Teachers, Montessori Instructional Support Staff	August 2026-May 2027; ongoing		3	Strengthen collaboration between general education and Special Education teachers to align grade-level instruction, accommodations, SDI, and progress monitoring.	Classroom Teachers, Special Education Teachers, Principal, Assistant Principal	August 2026-May 2027; weekly through collaborative planning/PLCs		Formative			Summative
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				8																								

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 in grades 3-5 achieving Meets Grade Level or above on the Math STAAR will increase from 40% to 45% by May 2027.

HB3 Board Goal

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: STAAR, STAAR Interim Assessments, district checkpoints, campus assessments, student progress-monitoring data

Strategy 1 Details					Reviews																							
Strategy 1: Strengthen standards-aligned Tier 1 mathematics instruction through intentional alignment of Montessori concrete-to-abstract practices, grade-level TEKS, district curriculum resources, and assessment rigor through collaborative planning and PLCs. Strategy's Expected Result/Impact: Increased alignment among Montessori mathematics instruction, grade-level TEKS, district curriculum, and assessment expectations will strengthen the rigor and consistency of Tier 1 instruction, resulting in increased conceptual understanding, mathematical reasoning, and student mastery of grade-level standards. Staff Responsible for Monitoring: Principal, Assistant Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Utilize weekly PLCs and collaborative planning to internalize priority Mathematics TEKS, examine district curriculum and assessment expectations, and collaboratively plan rigorous grade-level instruction.</td><td>Principal, Assistant Principal, Classroom Teachers, Special Education Teachers</td><td>August 2026-May 2027; weekly</td><td></td></tr><tr><td>2</td><td>Implement standards-aligned Tier 1 mathematics instruction that intentionally connects Montessori concrete-to-abstract materials and learning experiences to grade-level TEKS, mathematical reasoning, problem solving, and application.</td><td>Classroom Teachers, Special Education Teachers</td><td>August 2026-May 2027; daily</td><td></td></tr><tr><td>3</td><td>Conduct classroom walkthroughs and provide timely, actionable feedback focused on TEKS alignment, mathematical rigor, student discourse, problem solving, differentiation, and purposeful use of Montessori materials. Use walkthrough trends to identify professional learning and coaching needs.</td><td>Principal, Assistant Principal</td><td>August 2026-May 2027; ongoing</td><td></td></tr></table> Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Utilize weekly PLCs and collaborative planning to internalize priority Mathematics TEKS, examine district curriculum and assessment expectations, and collaboratively plan rigorous grade-level instruction.	Principal, Assistant Principal, Classroom Teachers, Special Education Teachers	August 2026-May 2027; weekly		2	Implement standards-aligned Tier 1 mathematics instruction that intentionally connects Montessori concrete-to-abstract materials and learning experiences to grade-level TEKS, mathematical reasoning, problem solving, and application.	Classroom Teachers, Special Education Teachers	August 2026-May 2027; daily		3	Conduct classroom walkthroughs and provide timely, actionable feedback focused on TEKS alignment, mathematical rigor, student discourse, problem solving, differentiation, and purposeful use of Montessori materials. Use walkthrough trends to identify professional learning and coaching needs.	Principal, Assistant Principal	August 2026-May 2027; ongoing		Formative			Summative
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Strategy 2 Details					Reviews																							
Strategy 2: Implement a consistent campuswide mathematics data-response cycle to identify student misconceptions and skill gaps and provide targeted small-group instruction, intervention, specially designed instruction, accommodations, and progress monitoring based on individual student needs. Strategy's Expected Result/Impact: Students, including students receiving Special Education services, will receive timely, targeted mathematics instruction based on identified needs, resulting in accelerated growth, reduced achievement gaps, increased mastery of grade-level TEKS, and improved STAAR performance. Staff Responsible for Monitoring: Principal, Assistant Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Analyze formative, district checkpoint, STAAR Interim, and progress-monitoring data during PLCs to identify students, student groups, misconceptions, and Mathematics TEKS requiring additional support.</td><td>Principal, Assistant Principal, Classroom Teachers, Special Education Teachers</td><td>August 2026-May 2027; ongoing during PLC/data cycles</td><td></td></tr><tr><td>2</td><td>Provide targeted small-group instruction, reteaching, intervention, or enrichment based on identified student needs and routinely monitor student response to instruction to determine necessary instructional adjustments.</td><td>Classroom Teachers, Special Education Teachers, Montessori Instructional Support Staff</td><td>August 2026-May 2027; ongoing</td><td></td></tr><tr><td>3</td><td>Strengthen collaboration between general education and Special Education staff to align grade-level mathematics instruction, accommodations, SDI, intervention, and progress monitoring with student needs and IEP goals.</td><td>Classroom Teachers, Special Education Teachers, Principal, Assistant Principal</td><td>August 2026-May 2027; weekly through PLCs/ collaborative planning</td><td></td></tr></table> Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1, 2					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Analyze formative, district checkpoint, STAAR Interim, and progress-monitoring data during PLCs to identify students, student groups, misconceptions, and Mathematics TEKS requiring additional support.	Principal, Assistant Principal, Classroom Teachers, Special Education Teachers	August 2026-May 2027; ongoing during PLC/data cycles		2	Provide targeted small-group instruction, reteaching, intervention, or enrichment based on identified student needs and routinely monitor student response to instruction to determine necessary instructional adjustments.	Classroom Teachers, Special Education Teachers, Montessori Instructional Support Staff	August 2026-May 2027; ongoing		3	Strengthen collaboration between general education and Special Education staff to align grade-level mathematics instruction, accommodations, SDI, intervention, and progress monitoring with student needs and IEP goals.	Classroom Teachers, Special Education Teachers, Principal, Assistant Principal	August 2026-May 2027; weekly through PLCs/ collaborative planning		Formative			Summative
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Oct	Jan	Mar	May																									
				11																								

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



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 Grade 5 students achieving Meets Grade Level or above on the Science STAAR will increase from 25% to 28% by May 2027.

Indicators of Success:

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

Evaluation Data Sources: STAAR, STAAR Interim Assessments, district checkpoints, campus assessments, student progress-monitoring data

Strategy 1 Details					Reviews																							
Strategy 1: Strengthen standards-aligned Grade 5 science instruction through intentional alignment of Montessori hands-on learning experiences, grade-level TEKS, district curriculum resources, academic vocabulary, and assessment rigor through collaborative planning and PLCs. Strategy's Expected Result/Impact: Increased alignment among Montessori science experiences, grade-level TEKS, district curriculum, and assessment expectations will strengthen Tier 1 instruction and increase students' conceptual understanding, scientific reasoning, academic vocabulary, and mastery of Grade 5 Science standards. Staff Responsible for Monitoring: Principal, Assistant Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Utilize PLCs and collaborative planning to internalize Grade 5 Science TEKS, examine district curriculum and assessment expectations, and identify standards requiring intentional spiraling and reinforcement.</td><td>Principal, Assistant Principal, Grade 5 Teachers, Special Education Teachers</td><td>August 2026-May 2027; weekly</td><td></td></tr><tr><td>2</td><td>Implement rigorous standards-aligned science instruction incorporating purposeful Montessori materials, hands-on investigations, scientific reasoning, academic vocabulary, and opportunities for students to apply learning in multiple contexts.</td><td>Grade 5 Teachers, Special Education Teachers</td><td>August 2026-May 2027; ongoing</td><td></td></tr><tr><td>3</td><td>Conduct classroom walkthroughs and provide actionable feedback focused on standards alignment, instructional rigor, student engagement, scientific reasoning, academic vocabulary, and alignment between hands-on learning and assessed standards.</td><td>Principal, Assistant Principal</td><td>August 2026-May 2027; ongoing</td><td></td></tr></table> Title I: 2.51, 2.52 - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Utilize PLCs and collaborative planning to internalize Grade 5 Science TEKS, examine district curriculum and assessment expectations, and identify standards requiring intentional spiraling and reinforcement.	Principal, Assistant Principal, Grade 5 Teachers, Special Education Teachers	August 2026-May 2027; weekly		2	Implement rigorous standards-aligned science instruction incorporating purposeful Montessori materials, hands-on investigations, scientific reasoning, academic vocabulary, and opportunities for students to apply learning in multiple contexts.	Grade 5 Teachers, Special Education Teachers	August 2026-May 2027; ongoing		3	Conduct classroom walkthroughs and provide actionable feedback focused on standards alignment, instructional rigor, student engagement, scientific reasoning, academic vocabulary, and alignment between hands-on learning and assessed standards.	Principal, Assistant Principal	August 2026-May 2027; ongoing		Formative			Summative
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Strategy 2 Details					Reviews																							
Strategy 2: Implement a consistent science data-response cycle to identify standards, concepts, and student misconceptions requiring additional support and provide targeted small-group instruction, intervention, accommodations, specially designed instruction, and progress monitoring. Strategy's Expected Result/Impact: Students, including students receiving Special Education services, will receive targeted instructional support based on identified standards and misconceptions, resulting in increased mastery of Grade 5 Science TEKS, reduced achievement gaps, and improved Science STAAR performance. Staff Responsible for Monitoring: Principal, Assistant Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Analyze district checkpoint, STAAR Interim, classroom assessment, and progress-monitoring data by TEKS to identify student misconceptions and standards requiring reteaching or additional support.</td><td>Principal, Assistant Principal, Grade 5 Teachers, Special Education Teachers</td><td>August 2026-May 2027; following each assessment/ data cycle</td><td></td></tr><tr><td>2</td><td>Provide targeted reteaching and small-group instruction using hands-on learning experiences, academic vocabulary development, and differentiated supports based on identified student needs.</td><td>Grade 5 Teachers, Special Education Teachers</td><td>August 2026-May 2027; ongoing</td><td></td></tr><tr><td>3</td><td>Collaboratively plan and implement accommodations, SDI, vocabulary supports, scaffolded grade-level tasks, and progress monitoring for students receiving Special Education services while maintaining access to rigorous Grade 5 Science content.</td><td>Grade 5 Teachers, Special Education Teachers</td><td>August 2026-May 2027; weekly/ ongoing</td><td></td></tr></table> Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Achievement 2, 3					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Analyze district checkpoint, STAAR Interim, classroom assessment, and progress-monitoring data by TEKS to identify student misconceptions and standards requiring reteaching or additional support.	Principal, Assistant Principal, Grade 5 Teachers, Special Education Teachers	August 2026-May 2027; following each assessment/ data cycle		2	Provide targeted reteaching and small-group instruction using hands-on learning experiences, academic vocabulary development, and differentiated supports based on identified student needs.	Grade 5 Teachers, Special Education Teachers	August 2026-May 2027; ongoing		3	Collaboratively plan and implement accommodations, SDI, vocabulary supports, scaffolded grade-level tasks, and progress monitoring for students receiving Special Education services while maintaining access to rigorous Grade 5 Science content.	Grade 5 Teachers, Special Education Teachers	August 2026-May 2027; weekly/ ongoing		Formative			Summative
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Oct	Jan	Mar	May																									
			14																									

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 3rd-grade students reading on or above grade level will increase from 43% to 47% by May 2027

HB3 Board Goal

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: Checkpoints, STAAR Interim, and STAAR Performance

Strategy 1 Details					Reviews			
Strategy 1: Strengthen standards-aligned Grade 3 Tier 1 reading instruction through intentional alignment of Montessori methodology, grade-level TEKS, district curriculum resources, and STAAR assessment rigor through collaborative planning and PLCs. Strategy's Expected Result/Impact: Increased alignment among daily reading instruction, Montessori practices, grade-level TEKS, district curriculum, and assessment expectations will increase student mastery of Grade 3 Reading standards and performance at Meets Grade Level or above on STAAR. Staff Responsible for Monitoring: Principal, Assistant Principal					Formative			Summative
					Oct	Jan	Mar	May
								16

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Utilize PLCs to internalize Grade 3 Reading TEKS, analyze district curriculum and assessment expectations, and collaboratively plan rigorous grade-level instruction and tasks.	Principal, Assistant Principal, Grade 3 Teachers, Special Education Teachers	August 2026-May 2027; weekly	
2	Implement rigorous Tier 1 reading instruction incorporating comprehension, vocabulary, written response, student discourse, higher-level questioning, and purposeful integration of Montessori practices and materials.	Grade 3 Teachers, Special Education Teachers	August 2026-May 2027; daily	
3	Conduct walkthroughs and provide actionable feedback focused on standards alignment, instructional rigor, student engagement, differentiation, and alignment between daily tasks and STAAR expectations.	Principal, Assistant Principal	August 2026-May 2027; ongoing	

Title I:
2.51, 2.52
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 5: Effective Instruction
- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**
Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1

Strategy 2 Details					Reviews																							
Strategy 2: Implement a consistent Grade 3 reading data-response cycle to identify standards and student skill gaps requiring additional support and provide targeted small-group instruction, intervention, specially designed instruction, accommodations, and progress monitoring. Strategy's Expected Result/Impact: Students, including students receiving Special Education services, will receive timely and targeted reading support based on identified needs, resulting in increased grade-level mastery, reduced achievement gaps, and improved Grade 3 Reading STAAR performance. Staff Responsible for Monitoring: Principal, Assistant Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Analyze classroom assessments, district checkpoints, STAAR Interim, i-Ready, and progress-monitoring data during PLCs to identify students and Reading TEKS requiring reteaching, intervention, or enrichment.</td><td>Principal, Assistant Principal, Grade 3 Teachers, Special Education Teachers</td><td>August 2026-May 2027; ongoing</td><td></td></tr><tr><td>2</td><td>Provide targeted small-group instruction, reteaching, and intervention based on identified student needs and monitor student response to determine necessary instructional adjustments.</td><td>Grade 3 Teachers, Special Education Teachers, Interventionists/ Instructional Support Staff</td><td>August 2026-May 2027; ongoing</td><td></td></tr><tr><td>3</td><td>Strengthen collaboration between general education and Special Education staff to ensure grade-level instruction, accommodations, SDI, intervention, and progress monitoring are aligned with student needs and IEP goals.</td><td>Grade 3 Teachers, Special Education Teachers</td><td>August 2026-May 2027; weekly/ ongoing</td><td></td></tr></table> Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Analyze classroom assessments, district checkpoints, STAAR Interim, i-Ready, and progress-monitoring data during PLCs to identify students and Reading TEKS requiring reteaching, intervention, or enrichment.	Principal, Assistant Principal, Grade 3 Teachers, Special Education Teachers	August 2026-May 2027; ongoing		2	Provide targeted small-group instruction, reteaching, and intervention based on identified student needs and monitor student response to determine necessary instructional adjustments.	Grade 3 Teachers, Special Education Teachers, Interventionists/ Instructional Support Staff	August 2026-May 2027; ongoing		3	Strengthen collaboration between general education and Special Education staff to ensure grade-level instruction, accommodations, SDI, intervention, and progress monitoring are aligned with student needs and IEP goals.	Grade 3 Teachers, Special Education Teachers	August 2026-May 2027; weekly/ ongoing		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																			
					1	Analyze classroom assessments, district checkpoints, STAAR Interim, i-Ready, and progress-monitoring data during PLCs to identify students and Reading TEKS requiring reteaching, intervention, or enrichment.	Principal, Assistant Principal, Grade 3 Teachers, Special Education Teachers	August 2026-May 2027; ongoing																				
2	Provide targeted small-group instruction, reteaching, and intervention based on identified student needs and monitor student response to determine necessary instructional adjustments.	Grade 3 Teachers, Special Education Teachers, Interventionists/ Instructional Support Staff	August 2026-May 2027; ongoing																									
3	Strengthen collaboration between general education and Special Education staff to ensure grade-level instruction, accommodations, SDI, intervention, and progress monitoring are aligned with student needs and IEP goals.	Grade 3 Teachers, Special Education Teachers	August 2026-May 2027; weekly/ ongoing																									
Oct	Jan	Mar	May																									
				17																								

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 grades K-3 meeting or exceeding their annual typical growth target in i-Ready Reading will increase from 32% to 40% by May 2027.

HB3 Board Goal

Indicators of Success:

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: i-Ready Reading Diagnostic, i-Ready Growth Reports, progress-monitoring data

Strategy 1 Details					Reviews																							
Strategy 1: Strengthen standards-aligned K-3 Tier 1 literacy instruction through intentional alignment of Montessori methodology, foundational literacy skills, grade-level TEKS, district curriculum resources, and student learning needs through collaborative planning and PLCs. Strategy's Expected Result/Impact: Consistent implementation of high-quality, standards-aligned literacy instruction will strengthen foundational reading skills and increase the percentage of K-3 students demonstrating expected reading growth and grade-level proficiency. Staff Responsible for Monitoring: Principal, Assistant Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Utilize PLCs and collaborative planning to analyze grade-level Reading TEKS, foundational literacy expectations, district curriculum resources, and student learning needs to plan rigorous and differentiated literacy instruction.</td><td>Principal, Assistant Principal, K-3 Teachers, Special Education Staff</td><td>August 2026-May 2027; weekly</td><td></td></tr><tr><td>2</td><td>Implement daily standards-aligned literacy instruction that intentionally integrates explicit foundational skills instruction, reading comprehension, vocabulary, writing, and appropriate Montessori language materials and practices.</td><td>K-3 Teachers, Special Education Teachers</td><td>August 2026-May 2027; daily</td><td></td></tr><tr><td>3</td><td>Conduct classroom walkthroughs and provide timely, actionable feedback focused on literacy instructional practices, differentiation, student engagement, TEKS alignment, and implementation of the campus instructional model.</td><td>Principal, Assistant Principal</td><td>August 2026-May 2027; ongoing</td><td></td></tr></table> Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Utilize PLCs and collaborative planning to analyze grade-level Reading TEKS, foundational literacy expectations, district curriculum resources, and student learning needs to plan rigorous and differentiated literacy instruction.	Principal, Assistant Principal, K-3 Teachers, Special Education Staff	August 2026-May 2027; weekly		2	Implement daily standards-aligned literacy instruction that intentionally integrates explicit foundational skills instruction, reading comprehension, vocabulary, writing, and appropriate Montessori language materials and practices.	K-3 Teachers, Special Education Teachers	August 2026-May 2027; daily		3	Conduct classroom walkthroughs and provide timely, actionable feedback focused on literacy instructional practices, differentiation, student engagement, TEKS alignment, and implementation of the campus instructional model.	Principal, Assistant Principal	August 2026-May 2027; ongoing		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																			
					1	Utilize PLCs and collaborative planning to analyze grade-level Reading TEKS, foundational literacy expectations, district curriculum resources, and student learning needs to plan rigorous and differentiated literacy instruction.	Principal, Assistant Principal, K-3 Teachers, Special Education Staff	August 2026-May 2027; weekly																				
2	Implement daily standards-aligned literacy instruction that intentionally integrates explicit foundational skills instruction, reading comprehension, vocabulary, writing, and appropriate Montessori language materials and practices.	K-3 Teachers, Special Education Teachers	August 2026-May 2027; daily																									
3	Conduct classroom walkthroughs and provide timely, actionable feedback focused on literacy instructional practices, differentiation, student engagement, TEKS alignment, and implementation of the campus instructional model.	Principal, Assistant Principal	August 2026-May 2027; ongoing																									
Oct	Jan	Mar	May																									
19																												

Strategy 2 Details					Reviews																							
Strategy 2: mplement a consistent K-3 literacy data-response cycle using i-Ready and additional formative data to identify foundational reading skill gaps, provide targeted small-group instruction and intervention, and monitor student progress toward individual growth and grade-level proficiency. Strategy's Expected Result/Impact: Students will receive timely and differentiated literacy support based on diagnostic and progress-monitoring data, resulting in accelerated reading growth, reduced skill gaps, and an increased percentage of K-3 students meeting or exceeding annual typical growth. Staff Responsible for Monitoring: Principal, Assistant Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Analyze i-Ready diagnostic, domain, and progress-monitoring data during PLCs to identify individual students, student groups, and literacy skills requiring additional support.</td><td>Principal, Assistant Principal, K-3 Teachers, Special Education Teachers</td><td>BOY, MOY, EOY and ongoing data cycles</td><td></td></tr><tr><td>2</td><td>Provide targeted small-group literacy instruction and intervention based on identified skill gaps and adjust student groups and instructional supports as progress-monitoring data indicate.</td><td>K-3 Teachers, Special Education Teachers, Interventionists/ Instructional Support Staff</td><td>August 2026-May 2027; ongoing</td><td></td></tr><tr><td>3</td><td>Monitor student growth toward individual i-Ready goals and grade-level expectations during PLC/data cycles and provide additional intervention or enrichment when students are not demonstrating expected progress.</td><td>Principal, Assistant Principal, K-3 Teachers</td><td>August 2026-May 2027; ongoing</td><td></td></tr></table> Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Achievement 3					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Analyze i-Ready diagnostic, domain, and progress-monitoring data during PLCs to identify individual students, student groups, and literacy skills requiring additional support.	Principal, Assistant Principal, K-3 Teachers, Special Education Teachers	BOY, MOY, EOY and ongoing data cycles		2	Provide targeted small-group literacy instruction and intervention based on identified skill gaps and adjust student groups and instructional supports as progress-monitoring data indicate.	K-3 Teachers, Special Education Teachers, Interventionists/ Instructional Support Staff	August 2026-May 2027; ongoing		3	Monitor student growth toward individual i-Ready goals and grade-level expectations during PLC/data cycles and provide additional intervention or enrichment when students are not demonstrating expected progress.	Principal, Assistant Principal, K-3 Teachers	August 2026-May 2027; ongoing		Formative			Summative
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					1	Analyze i-Ready diagnostic, domain, and progress-monitoring data during PLCs to identify individual students, student groups, and literacy skills requiring additional support.	Principal, Assistant Principal, K-3 Teachers, Special Education Teachers	BOY, MOY, EOY and ongoing data cycles																				
2	Provide targeted small-group literacy instruction and intervention based on identified skill gaps and adjust student groups and instructional supports as progress-monitoring data indicate.	K-3 Teachers, Special Education Teachers, Interventionists/ Instructional Support Staff	August 2026-May 2027; ongoing																									
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Oct	Jan	Mar	May																									
				20																								

 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: The percentage of students reporting a favorable Sense of Belonging on the Panorama Student Survey will increase from 63% to 68% by May 2027.

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 Student Survey, student perception data, student participation/engagement data

Strategy 1 Details					Reviews																							
Strategy 1: Implement intentional campuswide practices that strengthen student belonging, positive relationships, grace and courtesy, and connections with trusted adults and peers. Strategy's Expected Result/Impact: Students will experience stronger relationships with adults and peers and an increased sense of connection to the school community, resulting in improved Panorama Sense of Belonging results. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Implement consistent classroom and campus practices that promote relationship-building, grace and courtesy, community, and respectful interactions.</td><td>Teachers, Counselor, Principal, Assistant Principal</td><td>August 2026-May 2027; ongoing</td><td></td></tr><tr><td>2</td><td>Establish intentional opportunities for students to connect with trusted adults and peers through classroom communities, mentoring, student leadership, and campus activities.</td><td>Teachers, Counselor, Campus Staff</td><td>August 2026-May 2027; ongoing</td><td></td></tr><tr><td>3</td><td>Review student perception and Panorama data to identify grade levels or student groups requiring additional belonging and relationship supports.</td><td>Principal, Assistant Principal, Counselor</td><td>BOY/MOY/EOY and following survey cycles</td><td></td></tr></table> Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Implement consistent classroom and campus practices that promote relationship-building, grace and courtesy, community, and respectful interactions.	Teachers, Counselor, Principal, Assistant Principal	August 2026-May 2027; ongoing		2	Establish intentional opportunities for students to connect with trusted adults and peers through classroom communities, mentoring, student leadership, and campus activities.	Teachers, Counselor, Campus Staff	August 2026-May 2027; ongoing		3	Review student perception and Panorama data to identify grade levels or student groups requiring additional belonging and relationship supports.	Principal, Assistant Principal, Counselor	BOY/MOY/EOY and following survey cycles		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																			
					1	Implement consistent classroom and campus practices that promote relationship-building, grace and courtesy, community, and respectful interactions.	Teachers, Counselor, Principal, Assistant Principal	August 2026-May 2027; ongoing																				
2	Establish intentional opportunities for students to connect with trusted adults and peers through classroom communities, mentoring, student leadership, and campus activities.	Teachers, Counselor, Campus Staff	August 2026-May 2027; ongoing																									
3	Review student perception and Panorama data to identify grade levels or student groups requiring additional belonging and relationship supports.	Principal, Assistant Principal, Counselor	BOY/MOY/EOY and following survey cycles																									
Oct	Jan	Mar	May																									
				21																								

Strategy 2 Details					Reviews																							
Strategy 2: Increase meaningful opportunities for student voice, leadership, choice, and participation in decisions and activities that strengthen ownership of the Austin Montessori school community. Strategy's Expected Result/Impact: Increased student voice and leadership opportunities will strengthen students' sense of identity, ownership, connection, and belonging within the campus community. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Provide structured opportunities for student voice through student surveys, classroom meetings, leadership opportunities, and student feedback.</td><td>Counselor, Teachers, Administration</td><td>August 2026-May 2027</td><td></td></tr><tr><td>2</td><td>Expand opportunities for students to participate in leadership, service, celebrations, and school community activities.</td><td>Counselor, Teachers, Campus Staff</td><td>August 2026-May 2027</td><td></td></tr><tr><td>3</td><td>Review student feedback and implement responsive campus or classroom actions based on identified student needs.</td><td>Principal, Assistant Principal, Counselor</td><td>Quarterly</td><td></td></tr></table> ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Provide structured opportunities for student voice through student surveys, classroom meetings, leadership opportunities, and student feedback.	Counselor, Teachers, Administration	August 2026-May 2027		2	Expand opportunities for students to participate in leadership, service, celebrations, and school community activities.	Counselor, Teachers, Campus Staff	August 2026-May 2027		3	Review student feedback and implement responsive campus or classroom actions based on identified student needs.	Principal, Assistant Principal, Counselor	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																			
					1	Provide structured opportunities for student voice through student surveys, classroom meetings, leadership opportunities, and student feedback.	Counselor, Teachers, Administration	August 2026-May 2027																				
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3	Review student feedback and implement responsive campus or classroom actions based on identified student needs.	Principal, Assistant Principal, Counselor	Quarterly																									
Oct	Jan	Mar	May																									
				22																								

 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: The percentage of students reporting favorable perceptions of students following school rules will increase from the current grade-band range of 39-47% to at least 50% by May 2027.

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 Student Survey, campus discipline data, behavior referrals, classroom/common-area observation data

Strategy 1 Details					Reviews			
Strategy 1: Implement and reinforce consistent campuswide behavioral expectations grounded in Respect for Self, Respect for Others, Respect for the Environment, and Montessori grace and courtesy practices. Strategy's Expected Result/Impact: Students will demonstrate increased understanding, ownership, and consistent application of campus expectations across classrooms and common areas, contributing to improved school climate and reduced behavior concerns. Staff Responsible for Monitoring: Principal, Assistant Principal					Formative			Summative
					Oct	Jan	Mar	May
								23
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Explicitly teach, model, practice, and revisit campus behavioral expectations and Montessori grace and courtesy practices.	Teachers, Administration	August 2026-May 2027					
2	Establish consistent expectations and reinforcement procedures across classrooms, cafeteria, recess, hallways, arrival, and dismissal.	All Campus Staff	August 2026-May 2027					
3	Review student behavior and Panorama data to identify trends and adjust campus supports.	Principal, Assistant Principal, Counselor	Monthly/Quarterly					
ESF Levers: Lever 3: Positive School Culture								

Strategy 2 Details					Reviews																							
Strategy 2: Strengthen positive behavior reinforcement and responsive behavior practices that promote student reflection, accountability, restoration of relationships, and re-entry into the learning environment. Strategy's Expected Result/Impact: Consistent reinforcement and responsive practices will increase student ownership of behavior, strengthen relationships, reduce repeated behavior concerns, and improve student perceptions of school climate. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Utilize consistent positive recognition systems to reinforce students demonstrating campus expectations and Montessori values.</td><td>Teachers, Administration</td><td>Ongoing</td><td></td></tr><tr><td>2</td><td>Implement reflection, restorative conversations, reteaching, and appropriate consequences following behavioral concerns.</td><td>Teachers, Counselor, Administration</td><td>Ongoing</td><td></td></tr><tr><td>3</td><td>Monitor repeated behavior patterns and provide targeted student supports when universal expectations are insufficient.</td><td>Assistant Principal, Counselor, Teachers</td><td>Monthly/Ongoing</td><td></td></tr></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Utilize consistent positive recognition systems to reinforce students demonstrating campus expectations and Montessori values.	Teachers, Administration	Ongoing		2	Implement reflection, restorative conversations, reteaching, and appropriate consequences following behavioral concerns.	Teachers, Counselor, Administration	Ongoing		3	Monitor repeated behavior patterns and provide targeted student supports when universal expectations are insufficient.	Assistant Principal, Counselor, Teachers	Monthly/Ongoing		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																			
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2	Implement reflection, restorative conversations, reteaching, and appropriate consequences following behavioral concerns.	Teachers, Counselor, Administration	Ongoing																									
3	Monitor repeated behavior patterns and provide targeted student supports when universal expectations are insufficient.	Assistant Principal, Counselor, Teachers	Monthly/Ongoing																									
Oct	Jan	Mar	May																									
				24																								

No Progress

Accomplished

Continue/Modify

Discontinue



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: Austin Montessori students' daily attendance will be maintained at 94%.

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: FOCUS attendance reports, PEIMS attendance data, chronic absenteeism reports

Strategy 1 Details					Reviews																							
Strategy 1: Implement a consistent campuswide attendance monitoring and early-intervention system to identify attendance concerns and provide timely support before patterns become chronic. Strategy's Expected Result/Impact: Earlier identification and intervention will reduce chronic absenteeism and increase student access to daily instruction. Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk <table border="1"><thead><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr></thead><tbody><tr><td>1</td><td>Review attendance data weekly to identify students demonstrating patterns of absences, tardies, or early checkouts.</td><td>Attendance Clerk, Administration</td><td>Weekly</td><td></td></tr><tr><td>2</td><td>Initiate timely parent communication and document interventions for students demonstrating attendance concerns.</td><td>Attendance Clerk, Administration</td><td>Weekly/ Ongoing</td><td></td></tr><tr><td>3</td><td>Review students requiring additional attendance intervention and develop individualized supports in collaboration with families.</td><td>Attendance Clerk, Administration</td><td>Monthly/ Ongoing</td><td></td></tr></tbody></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Review attendance data weekly to identify students demonstrating patterns of absences, tardies, or early checkouts.	Attendance Clerk, Administration	Weekly		2	Initiate timely parent communication and document interventions for students demonstrating attendance concerns.	Attendance Clerk, Administration	Weekly/ Ongoing		3	Review students requiring additional attendance intervention and develop individualized supports in collaboration with families.	Attendance Clerk, Administration	Monthly/ Ongoing		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																			
					1	Review attendance data weekly to identify students demonstrating patterns of absences, tardies, or early checkouts.	Attendance Clerk, Administration	Weekly																				
2	Initiate timely parent communication and document interventions for students demonstrating attendance concerns.	Attendance Clerk, Administration	Weekly/ Ongoing																									
3	Review students requiring additional attendance intervention and develop individualized supports in collaboration with families.	Attendance Clerk, Administration	Monthly/ Ongoing																									
Oct	Jan	Mar	May																									
			25																									

Strategy 2 Details					Reviews																							
Strategy 2: Strengthen family communication, education, and positive recognition related to the importance of daily attendance, punctuality, and uninterrupted instructional time. Strategy's Expected Result/Impact: Increased family awareness and proactive communication will improve student attendance, reduce avoidable tardies and early checkouts, and increase instructional time. Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk, Counselor <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Communicate attendance expectations and the instructional impact of absences, tardies, and early checkouts through multiple family communication platforms.</td><td>Principal, Assistant Principal, Attendance Clerk, Counselor</td><td>Ongoing</td><td></td></tr><tr><td>2</td><td>Recognize positive and improved student attendance in developmentally appropriate ways.</td><td>Principal, Assistant Principal, Attendance Clerk, Counselor</td><td>Ongoing</td><td></td></tr><tr><td>3</td><td>Partner with families experiencing attendance barriers to identify resources and individualized supports.</td><td>Principal, Assistant Principal, Attendance Clerk, Counselor</td><td>Ongoing</td><td></td></tr></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Communicate attendance expectations and the instructional impact of absences, tardies, and early checkouts through multiple family communication platforms.	Principal, Assistant Principal, Attendance Clerk, Counselor	Ongoing		2	Recognize positive and improved student attendance in developmentally appropriate ways.	Principal, Assistant Principal, Attendance Clerk, Counselor	Ongoing		3	Partner with families experiencing attendance barriers to identify resources and individualized supports.	Principal, Assistant Principal, Attendance Clerk, Counselor	Ongoing		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																			
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2	Recognize positive and improved student attendance in developmentally appropriate ways.	Principal, Assistant Principal, Attendance Clerk, Counselor	Ongoing																									
3	Partner with families experiencing attendance barriers to identify resources and individualized supports.	Principal, Assistant Principal, Attendance Clerk, Counselor	Ongoing																									
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				26																								

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



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: Exclusionary disciplinary infractions will be maintained.

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 data, office discipline referrals, campus behavior documentation

Strategy 1 Details					Reviews																							
Strategy 1: Implement consistent proactive classroom and campuswide behavior systems that explicitly teach expectations, strengthen relationships, and address student needs before behaviors escalate to office-managed discipline. Strategy's Expected Result/Impact: Consistent proactive behavior supports will increase student self-regulation and adherence to expectations while reducing classroom disruptions and office discipline referrals. Staff Responsible for Monitoring: Principal, Assistant Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Explicitly teach and reinforce campus behavior expectations and Montessori grace and courtesy.</td><td>Teachers, Administration</td><td>Ongoing</td><td></td></tr><tr><td>2</td><td>Implement consistent classroom-based interventions and document student response prior to office referral when appropriate.</td><td>Teachers, Administration</td><td>Ongoing</td><td></td></tr><tr><td>3</td><td>Use behavior data to identify patterns by student, grade level, location, behavior type, and time of day.</td><td>Teachers, Administration</td><td>Ongoing</td><td></td></tr></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Explicitly teach and reinforce campus behavior expectations and Montessori grace and courtesy.	Teachers, Administration	Ongoing		2	Implement consistent classroom-based interventions and document student response prior to office referral when appropriate.	Teachers, Administration	Ongoing		3	Use behavior data to identify patterns by student, grade level, location, behavior type, and time of day.	Teachers, Administration	Ongoing		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																			
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Oct	Jan	Mar	May																									
				27																								

ESF Levers:

Lever 3: Positive School Culture

Strategy 2 Details					Reviews																							
Strategy 2: Implement a tiered response system for students demonstrating repeated behavioral concerns through data review, individualized interventions, family collaboration, and progress monitoring. Strategy's Expected Result/Impact: Students demonstrating repeated behavioral concerns will receive earlier and more individualized support, resulting in fewer repeated referrals, improved self-regulation, and increased instructional time. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Identify students demonstrating repeated behavior concerns through regular review of discipline and classroom data.</td><td>Principal, Assistant Principal, Counselor</td><td>Ongoing</td><td></td></tr><tr><td>2</td><td>Develop targeted interventions and supports in collaboration with teachers, families, counselor, administration, and other support staff as appropriate.</td><td>Principal, Assistant Principal, Counselor</td><td>Ongoing</td><td></td></tr><tr><td>3</td><td>Monitor student response to behavioral interventions and adjust supports based on progress data.</td><td>Principal, Assistant Principal, Counselor</td><td>Ongoing</td><td></td></tr></table> Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Identify students demonstrating repeated behavior concerns through regular review of discipline and classroom data.	Principal, Assistant Principal, Counselor	Ongoing		2	Develop targeted interventions and supports in collaboration with teachers, families, counselor, administration, and other support staff as appropriate.	Principal, Assistant Principal, Counselor	Ongoing		3	Monitor student response to behavioral interventions and adjust supports based on progress data.	Principal, Assistant Principal, Counselor	Ongoing		Formative			Summative
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Oct	Jan	Mar	May	28																								

No Progress

Accomplished

Continue/Modify

Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, 100% of instructional staff will participate in ongoing, differentiated, in-house Montessori professional learning designed to strengthen knowledge and implementation of Montessori philosophy, materials, lessons, classroom practices, and instructional methodology.

Evaluation Data Sources: Professional learning agendas and attendance, Montessori training documentation, teacher feedback, walkthrough data, coaching documentation

Strategy 1 Details					Reviews																							
Strategy 1: Implement an ongoing, differentiated in-house Montessori professional learning system that utilizes campus expertise to strengthen teacher knowledge of Montessori philosophy, materials, lesson delivery, classroom environment, and instructional practices. Strategy's Expected Result/Impact: Teachers will increase their knowledge, confidence, and implementation of Montessori methodology, resulting in greater consistency and fidelity of Montessori practices across classrooms. Staff Responsible for Monitoring: Principal, Assistant Principal, Montessori Instructional Support <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Identify teacher Montessori training, experience, and areas of need to establish differentiated professional learning priorities for novice, developing, and experienced Montessori educators.</td><td>Principal, Assistant Principal, Montessori-Trained Teachers, Montessori Instructional Support</td><td>August-September 2026</td><td></td></tr><tr><td>2</td><td>Provide regular in-house Montessori professional learning led by trained campus staff and other identified Montessori instructional leaders, focusing on materials, lessons, classroom practices, philosophy, and identified teacher needs.</td><td>Principal, Assistant Principal, Montessori-Trained Teachers, Montessori Instructional Support</td><td>September 2026-May 2027; monthly/ongoing</td><td></td></tr><tr><td>3</td><td>Monitor implementation through walkthroughs, teacher feedback, coaching, and follow-up professional learning based on identified campus and individual needs.</td><td>Principal, Assistant Principal, Montessori-Trained Teachers, Montessori Instructional Support</td><td>September 2026-May 2027; ongoing</td><td></td></tr></table> Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Curriculum, Instruction, and Assessment 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Identify teacher Montessori training, experience, and areas of need to establish differentiated professional learning priorities for novice, developing, and experienced Montessori educators.	Principal, Assistant Principal, Montessori-Trained Teachers, Montessori Instructional Support	August-September 2026		2	Provide regular in-house Montessori professional learning led by trained campus staff and other identified Montessori instructional leaders, focusing on materials, lessons, classroom practices, philosophy, and identified teacher needs.	Principal, Assistant Principal, Montessori-Trained Teachers, Montessori Instructional Support	September 2026-May 2027; monthly/ongoing		3	Monitor implementation through walkthroughs, teacher feedback, coaching, and follow-up professional learning based on identified campus and individual needs.	Principal, Assistant Principal, Montessori-Trained Teachers, Montessori Instructional Support	September 2026-May 2027; ongoing		Formative			Summative
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Oct	Jan	Mar	May																									
					30																							

Strategy 2 Details					Reviews																							
Strategy 2: Develop campus-based Montessori teacher leadership and peer-learning structures that provide modeling, mentoring, observation, collaboration, and coaching to strengthen Montessori instructional practice across classrooms. Strategy's Expected Result/Impact: Teachers will have increased access to job-embedded Montessori expertise and support, resulting in stronger instructional practice, increased collaboration, and greater consistency of Montessori implementation across the campus. Staff Responsible for Monitoring: Principal, Assistant Principal, Montessori Instructional Support <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Identify Montessori-trained and experienced teachers who can serve as campus resources, mentors, models, and professional learning facilitators.</td><td>Montessori Instructional Support, Administration</td><td>August-September 2026</td><td></td></tr><tr><td>2</td><td>Provide opportunities for teachers to observe Montessori lessons, collaborate with experienced colleagues, examine materials, practice lesson delivery, and receive feedback.</td><td>Montessori Teacher Leaders, Montessori Instructional Support, Classroom Teachers, Administration</td><td>September 2026-May 2027</td><td></td></tr><tr><td>3</td><td>Use walkthrough trends and teacher feedback to identify areas requiring additional modeling, coaching, or professional learning.</td><td>Principal, Assistant Principal, Montessori Instructional Support</td><td>Quarterly/Ongoing</td><td></td></tr></table> Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Identify Montessori-trained and experienced teachers who can serve as campus resources, mentors, models, and professional learning facilitators.	Montessori Instructional Support, Administration	August-September 2026		2	Provide opportunities for teachers to observe Montessori lessons, collaborate with experienced colleagues, examine materials, practice lesson delivery, and receive feedback.	Montessori Teacher Leaders, Montessori Instructional Support, Classroom Teachers, Administration	September 2026-May 2027		3	Use walkthrough trends and teacher feedback to identify areas requiring additional modeling, coaching, or professional learning.	Principal, Assistant Principal, Montessori Instructional Support	Quarterly/Ongoing		Formative			Summative
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Oct	Jan	Mar	May																									
				31																								

No Progress

Accomplished

Continue/Modify

Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, 100% of instructional teams will participate in consistent, collaborative PLC cycles focused on Montessori-TEKS alignment, instructional planning, student work, assessment data, intervention, and continuous improvement of instructional practice.

Evaluation Data Sources: PLC agendas and minutes, collaborative planning documents, TEKS alignment documents, student work, assessment data, walkthrough data

Strategy 1 Details					Reviews																							
Strategy 1: Implement a consistent campuswide PLC process that provides protected collaborative planning time for teachers to align Montessori instruction with grade-level TEKS, district curriculum expectations, assessment rigor, and identified student learning needs. Strategy's Expected Result/Impact: Consistent PLC structures will strengthen teacher collaboration, instructional planning, and collective responsibility for student achievement, resulting in greater consistency of rigorous Montessori-TEKS aligned instruction across classrooms. Staff Responsible for Monitoring: Principal, Assistant Principal, Montessori Instructional Specialist <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Conduct weekly PLCs using a consistent process for TEKS internalization, Montessori lesson/material alignment, collaborative planning, assessment analysis, and identification of instructional next steps.</td><td>Principal, Assistant Principal, Classroom Teachers, Special Education Teachers, Montessori Instructional Specialist</td><td>August 2026-May 2027; weekly</td><td></td></tr><tr><td>2</td><td>Utilize PLC time to examine student work and assessment evidence to determine whether planned Montessori learning experiences are producing mastery of grade-level standards.</td><td>Teachers, Special Education Teachers, Administration, Montessori Instructional Specialist</td><td>August 2026-May 2027; ongoing</td><td></td></tr><tr><td>3</td><td>Document PLC decisions, instructional adjustments, intervention needs, and follow-up actions to support accountability and continuous improvement.</td><td>Teachers, PLC Leads, Administration, Montessori Instructional Specialist</td><td>August 2026-May 2027; weekly</td><td></td></tr></table> Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Conduct weekly PLCs using a consistent process for TEKS internalization, Montessori lesson/material alignment, collaborative planning, assessment analysis, and identification of instructional next steps.	Principal, Assistant Principal, Classroom Teachers, Special Education Teachers, Montessori Instructional Specialist	August 2026-May 2027; weekly		2	Utilize PLC time to examine student work and assessment evidence to determine whether planned Montessori learning experiences are producing mastery of grade-level standards.	Teachers, Special Education Teachers, Administration, Montessori Instructional Specialist	August 2026-May 2027; ongoing		3	Document PLC decisions, instructional adjustments, intervention needs, and follow-up actions to support accountability and continuous improvement.	Teachers, PLC Leads, Administration, Montessori Instructional Specialist	August 2026-May 2027; weekly		Formative			Summative
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Oct	Jan	Mar	May																									
								32																				

Strategy 2 Details					Reviews			
Strategy 2: Strengthen PLC effectiveness through systematic analysis of student work, formative assessments, district assessments, and progress-monitoring data to identify instructional strengths, misconceptions, intervention needs, and necessary adjustments to Montessori-TEKS aligned instruction. Strategy's Expected Result/Impact: Teachers will use evidence of student learning to make timely instructional decisions, resulting in more responsive Tier 1 instruction, targeted intervention, improved student mastery, and reduced achievement gaps. Staff Responsible for Monitoring: Principal, Assistant Principal, Montessori Instructional Specialist					Formative			Summative
					Oct	Jan	Mar	May
								33

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Analyze student work, formative assessments, district checkpoints, interim assessments, and progress-monitoring data during PLCs to identify trends and standards requiring instructional response.	Principal, Assistant Principal, Montessori Instructional Specialist, Teachers		
2	Develop instructional responses during PLCs, including reteaching, differentiation, small-group instruction, intervention, enrichment, and accommodations	Principal, Assistant Principal, Montessori Instructional Specialist, Teachers		
3	Review subsequent student evidence to determine the effectiveness of instructional responses and identify additional adjustments or supports.	Principal, Assistant Principal, Montessori Instructional Specialist, Teachers		

Title I:
2.51
- **TEA Priorities:**
Recruit, support, retain teachers and principals
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, 100% of instructional classrooms will demonstrate evidence of intentional alignment between Montessori methodology, grade-level TEKS, district curriculum expectations, and standards-based instructional rigor through collaborative planning, classroom implementation, and administrative walkthroughs.

Evaluation Data Sources: Classroom walkthrough data, lesson/work plans, PLC documentation, Montessori-TEKS alignment documents, student work, campus and district assessment data

Strategy 1 Details					Reviews																							
Strategy 1: Develop and implement a consistent process for intentionally aligning Montessori lessons, materials, and learning progressions with grade-level TEKS, district curriculum resources, and assessment expectations. Strategy's Expected Result/Impact: Teachers will have increased clarity regarding how Montessori lessons and materials address grade-level standards, resulting in stronger alignment between Montessori methodology, required curriculum, instructional rigor, and assessed student outcomes. Staff Responsible for Monitoring: Principal, Assistant Principal, Montessori Instructional Specialist <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Collaboratively identify and document connections among Montessori lessons/materials, grade-level TEKS, district curriculum resources, and assessment expectations during PLCs.</td><td>Teachers, Montessori Teacher Leaders, Administration, Montessori Instructional Specialist</td><td>August 2026-May 2027</td><td></td></tr><tr><td>2</td><td>Utilize Montessori-TEKS alignment documents during collaborative planning to identify appropriate Montessori lessons, materials, extensions, and supplemental instruction necessary to address the full rigor of grade-level standards.</td><td>Teachers, Montessori Teacher Leaders, Administration, Montessori Instructional Specialist</td><td>August 2026-May 2027; weekly</td><td></td></tr><tr><td>3</td><td>Review and refine alignment documents based on classroom implementation, student work, assessment evidence, and identified curriculum gaps.</td><td>Teachers, Montessori Teacher Leaders, Administration, Montessori Instructional Specialist</td><td>August 2026-May 2027; weekly</td><td></td></tr></table> Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Collaboratively identify and document connections among Montessori lessons/materials, grade-level TEKS, district curriculum resources, and assessment expectations during PLCs.	Teachers, Montessori Teacher Leaders, Administration, Montessori Instructional Specialist	August 2026-May 2027		2	Utilize Montessori-TEKS alignment documents during collaborative planning to identify appropriate Montessori lessons, materials, extensions, and supplemental instruction necessary to address the full rigor of grade-level standards.	Teachers, Montessori Teacher Leaders, Administration, Montessori Instructional Specialist	August 2026-May 2027; weekly		3	Review and refine alignment documents based on classroom implementation, student work, assessment evidence, and identified curriculum gaps.	Teachers, Montessori Teacher Leaders, Administration, Montessori Instructional Specialist	August 2026-May 2027; weekly		Formative			Summative
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Oct	Jan	Mar	May	35																								

Strategy 2 Details					Reviews																							
Strategy 2: Monitor and strengthen implementation of the Austin Montessori instructional model through classroom walkthroughs, collaborative feedback, coaching, student work analysis, and targeted professional learning focused on Montessori-TEKS alignment and grade-level rigor. Strategy's Expected Result/Impact: Consistent monitoring and feedback will increase implementation fidelity and instructional consistency, resulting in stronger alignment among planned curriculum, Montessori methodology, classroom instruction, student tasks, and grade-level expectations. Staff Responsible for Monitoring: Principal, Assistant Principal, Montessori Instructional Specialist <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Conduct regular walkthroughs focused on evidence of Montessori methodology, TEKS alignment, grade-level rigor, differentiation, student engagement, and purposeful use of Montessori materials.</td><td>Principal, Assistant Principal, Montessori Instructional Specialist</td><td>August 2026-May 2027; ongoing</td><td></td></tr><tr><td>2</td><td>Provide teachers with timely, actionable feedback and coaching based on walkthrough evidence and identified instructional needs.</td><td>Principal, Assistant Principal, Montessori Instructional Specialist</td><td>August 2026-May 2027; ongoing</td><td></td></tr><tr><td>3</td><td>Analyze campuswide walkthrough trends during leadership and PLC planning to identify professional learning, coaching, curriculum alignment, or resource needs.</td><td>Principal, Assistant Principal, Montessori Instructional Specialist</td><td>August 2026-May 2027; ongoing</td><td></td></tr></table> Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Conduct regular walkthroughs focused on evidence of Montessori methodology, TEKS alignment, grade-level rigor, differentiation, student engagement, and purposeful use of Montessori materials.	Principal, Assistant Principal, Montessori Instructional Specialist	August 2026-May 2027; ongoing		2	Provide teachers with timely, actionable feedback and coaching based on walkthrough evidence and identified instructional needs.	Principal, Assistant Principal, Montessori Instructional Specialist	August 2026-May 2027; ongoing		3	Analyze campuswide walkthrough trends during leadership and PLC planning to identify professional learning, coaching, curriculum alignment, or resource needs.	Principal, Assistant Principal, Montessori Instructional Specialist	August 2026-May 2027; ongoing		Formative			Summative
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Oct	Jan	Mar	May																									
			36																									

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, favorable staff perceptions of campus communication, leadership support, and opportunities for staff voice will increase as measured by Panorama staff survey results and campus feedback measures.

Evaluation Data Sources: Panorama Staff Survey, campus staff surveys, staff feedback data, committee/leadership participation records

Strategy 1 Details					Reviews																							
Strategy 1: Establish consistent, transparent, and predictable campus communication systems that provide staff with timely information, clear expectations, opportunities for clarification, and access to resources necessary to successfully fulfill their responsibilities. Strategy's Expected Result/Impact: Improved communication structures will increase staff clarity, trust, and understanding of campus expectations while reducing confusion and strengthening staff perceptions of campus leadership and organizational effectiveness. Staff Responsible for Monitoring: Principal, Assistant Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Provide consistent weekly communication regarding campus priorities, upcoming events, expectations, deadlines, celebrations, and resources through established campus communication systems.</td><td>Principal, Assistant Principal</td><td>August 2026-May 2027; weekly</td><td></td></tr><tr><td>2</td><td>Clearly communicate significant changes to campus procedures, schedules, instructional expectations, and initiatives and provide opportunities for staff to ask questions and receive clarification.</td><td>Principal, Assistant Principal</td><td>August 2026-May 2027; ongoing</td><td></td></tr><tr><td>3</td><td>Regularly gather staff feedback regarding communication effectiveness and adjust communication systems based on identified needs.</td><td>Principal, Assistant Principal</td><td>Quarterly</td><td></td></tr></table> ESF Levers: Lever 1: Strong School Leadership and Planning					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Provide consistent weekly communication regarding campus priorities, upcoming events, expectations, deadlines, celebrations, and resources through established campus communication systems.	Principal, Assistant Principal	August 2026-May 2027; weekly		2	Clearly communicate significant changes to campus procedures, schedules, instructional expectations, and initiatives and provide opportunities for staff to ask questions and receive clarification.	Principal, Assistant Principal	August 2026-May 2027; ongoing		3	Regularly gather staff feedback regarding communication effectiveness and adjust communication systems based on identified needs.	Principal, Assistant Principal	Quarterly		Formative			Summative
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3	Regularly gather staff feedback regarding communication effectiveness and adjust communication systems based on identified needs.	Principal, Assistant Principal	Quarterly																									
Oct	Jan	Mar	May	37																								

Strategy 2 Details					Reviews																							
Strategy 2: Strengthen staff voice and shared leadership by providing meaningful opportunities for employees to provide feedback, contribute to campus decisions, participate in committees, and lead areas aligned with their expertise and interests. Strategy's Expected Result/Impact: Increased opportunities for staff voice and shared leadership will strengthen ownership, trust, professional connectedness, and collective responsibility for campus success. Staff Responsible for Monitoring: Principal, Assistant Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Utilize surveys, feedback forms, meetings, committees, and other structures to gather staff input on campus systems and initiatives.</td><td>Principal, Assistant Principal</td><td>August 2026-May 2027; ongoing</td><td></td></tr><tr><td>2</td><td>Provide staff leadership opportunities through campus committees, PLC leadership, AVID initiatives, Montessori professional learning, mentoring, and other campus responsibilities.</td><td>Principal, Assistant Principal, Teacher Leaders</td><td>August 2026-May 2027</td><td></td></tr><tr><td>3</td><td>Communicate how staff feedback was considered and identify resulting actions or decisions when appropriate.</td><td>Principal, Assistant Principal</td><td>Quarterly/ Ongoing</td><td></td></tr></table> ESF Levers: Lever 1: Strong School Leadership and Planning					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Utilize surveys, feedback forms, meetings, committees, and other structures to gather staff input on campus systems and initiatives.	Principal, Assistant Principal	August 2026-May 2027; ongoing		2	Provide staff leadership opportunities through campus committees, PLC leadership, AVID initiatives, Montessori professional learning, mentoring, and other campus responsibilities.	Principal, Assistant Principal, Teacher Leaders	August 2026-May 2027		3	Communicate how staff feedback was considered and identify resulting actions or decisions when appropriate.	Principal, Assistant Principal	Quarterly/ Ongoing		Formative			Summative
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3	Communicate how staff feedback was considered and identify resulting actions or decisions when appropriate.	Principal, Assistant Principal	Quarterly/ Ongoing																									
Oct	Jan	Mar	May	38																								

No Progress

Accomplished

Continue/Modify

Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, Austin Montessori will provide at least four structured family engagement and parent education opportunities designed to strengthen family understanding of Montessori education, academic expectations, student support, and meaningful school partnership.

Evaluation Data Sources: Family event attendance, sign-in documentation, parent surveys/feedback, communication records, Title I family engagement documentation

Strategy 1 Details					Reviews																							
Strategy 1: Provide structured family education opportunities that increase parent and caregiver understanding of Montessori philosophy, classroom practices, materials, academic expectations, and the alignment between Montessori methodology and grade-level learning standards. Strategy's Expected Result/Impact: Families will develop a stronger understanding of the Austin Montessori instructional model and how Montessori methodology supports student learning, resulting in increased family confidence, engagement, and ability to support learning at home. Staff Responsible for Monitoring: Principal, Assistant Principal, Montessori Instructional Specialist <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Provide family engagement events that showcase Montessori lessons, materials, student learning, and connections to academic standards.</td><td>Administration, Teachers, Montessori Instructional Specialist</td><td>August 2026-May 2027</td><td></td></tr><tr><td>2</td><td>Provide families with resources and information explaining Montessori terminology, instructional practices, expectations, and ways to support learning at home.</td><td>Administration, Teachers, Montessori Instructional Specialist</td><td>Ongoing</td><td></td></tr><tr><td>3</td><td>Gather family feedback following engagement opportunities and use results to identify future parent education needs.</td><td>Administration, Title I Staff</td><td>Following events</td><td></td></tr></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Provide family engagement events that showcase Montessori lessons, materials, student learning, and connections to academic standards.	Administration, Teachers, Montessori Instructional Specialist	August 2026-May 2027		2	Provide families with resources and information explaining Montessori terminology, instructional practices, expectations, and ways to support learning at home.	Administration, Teachers, Montessori Instructional Specialist	Ongoing		3	Gather family feedback following engagement opportunities and use results to identify future parent education needs.	Administration, Title I Staff	Following events		Formative			Summative
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3	Gather family feedback following engagement opportunities and use results to identify future parent education needs.	Administration, Title I Staff	Following events																									
Oct	Jan	Mar	May	39																								

Strategy 2 Details					Reviews																							
Strategy 2: Strengthen consistent two-way communication and family partnership systems that provide families with timely information, opportunities for feedback, and clear pathways for supporting student success and addressing concerns. Strategy's Expected Result/Impact: Consistent two-way communication will strengthen trust and collaboration between families and campus staff, increase family access to important information, and support shared responsibility for student success. Staff Responsible for Monitoring: Principal, Assistant Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Provide consistent campus and classroom communication regarding academic expectations, events, procedures, student supports, and opportunities for family participation.</td><td>Administration, Teachers</td><td>August 2026-May 2027</td><td></td></tr><tr><td>2</td><td>Provide families with clear opportunities to ask questions, provide feedback, and communicate directly with appropriate campus staff.</td><td>Administration, Teachers</td><td>August 2026-May 2027</td><td></td></tr><tr><td>3</td><td>Review family feedback and participation data to identify communication barriers and adjust family engagement practices as needed.</td><td>Administration</td><td>Quarterly</td><td></td></tr></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Provide consistent campus and classroom communication regarding academic expectations, events, procedures, student supports, and opportunities for family participation.	Administration, Teachers	August 2026-May 2027		2	Provide families with clear opportunities to ask questions, provide feedback, and communicate directly with appropriate campus staff.	Administration, Teachers	August 2026-May 2027		3	Review family feedback and participation data to identify communication barriers and adjust family engagement practices as needed.	Administration	Quarterly		Formative			Summative
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3	Review family feedback and participation data to identify communication barriers and adjust family engagement practices as needed.	Administration	Quarterly																									
Oct	Jan	Mar	May																									
				40																								

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2027, Austin Montessori will strengthen staff connectedness and recognition through consistent campuswide systems for employee appreciation, celebration, collaboration, and professional belonging, as measured by staff feedback and participation data.

Evaluation Data Sources: Panorama Staff Survey, campus staff surveys, recognition records, staff participation data, retention data

Strategy 1 Details					Reviews			
Strategy 1: Implement consistent and meaningful systems to recognize staff contributions, celebrate professional accomplishments, and highlight employees who demonstrate Austin Montessori values, collaboration, growth, and commitment to students. Strategy's Expected Result/Impact: Consistent recognition and celebration will increase staff morale, connectedness, and appreciation while reinforcing the behaviors and professional practices that contribute to a positive campus culture. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor					Formative			Summative
					Oct	Jan	Mar	May
								41
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Implement regular staff recognition opportunities that celebrate contributions, accomplishments, growth, collaboration, and demonstration of campus values.	Principal, Assistant Principal, Counselor	Monthly/Ongoing					
2	Provide opportunities for peer-to-peer recognition and celebration of staff contributions.	Administration, Campus Staff	Monthly/Ongoing					
3	Highlight staff accomplishments and positive campus contributions through established internal communication systems.	Principal, Assistant Principal, Counselor	Monthly/Ongoing					
ESF Levers: Lever 3: Positive School Culture								

Strategy 2 Details					Reviews																							
Strategy 2: Strengthen staff connectedness and professional belonging through intentional relationship-building, collaborative opportunities, responsive support, and campus practices that promote a positive and supportive work environment. Strategy's Expected Result/Impact: Increased staff connectedness and professional belonging will strengthen campus climate, collaboration, morale, and retention while supporting a collective commitment to student success. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Provide intentional opportunities throughout the year for staff relationship-building, collaboration, celebration, and connection.</td><td>Administration, Campus Staff</td><td>August 2026-May 2027</td><td></td></tr><tr><td>2</td><td>Monitor staff feedback and climate data to identify areas requiring additional support or adjustment to campus systems.</td><td>Principal, Assistant Principal</td><td>August 2026-May 2027</td><td></td></tr><tr><td>3</td><td>Provide responsive support and resources based on identified staff needs and recognize opportunities to reduce unnecessary barriers that interfere with effective teaching and collaboration.</td><td>Principal, Assistant Principal</td><td>August 2026-May 2027</td><td></td></tr></table> TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Provide intentional opportunities throughout the year for staff relationship-building, collaboration, celebration, and connection.	Administration, Campus Staff	August 2026-May 2027		2	Monitor staff feedback and climate data to identify areas requiring additional support or adjustment to campus systems.	Principal, Assistant Principal	August 2026-May 2027		3	Provide responsive support and resources based on identified staff needs and recognize opportunities to reduce unnecessary barriers that interfere with effective teaching and collaboration.	Principal, Assistant Principal	August 2026-May 2027		Formative			Summative
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Oct	Jan	Mar	May																									
								42																				

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Ector County Independent School District

Barbara Jordan Elementary

2026-2027 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.

Table of Contents

Board Goals 4

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas. 4

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029. 22

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029. 31

Board Goal 4: Classroom Excellence 40

Board Goal 5: Culture of Excellence 46

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 2027, the percentage of students in Grades 3-5 performing at the Meets Grade Level standard on STAAR Mathematics will increase from 38% to 43%.

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%

Evaluation Data Sources: STAAR Results, Checkpoints, Formative Assessments

Strategy 1 Details					Reviews			
Strategy 1: Implement weekly PLCs utilizing the Jordan PLC Framework (Unpack Standards, Create Exemplars, Develop CFAs, Analyze Data, Plan Intervention, Reteach/Reassess). Strategy's Expected Result/Impact: Increased instructional consistency across classrooms. Teachers consistently plan instruction aligned to grade-level TEKS. Improved common formative assessment scores. Increased percentage of students performing at Meets and Masters. Improved classroom walkthrough data related to instructional rigor. Staff Responsible for Monitoring: Principal/ APs					Formative			Summative
					Oct	Jan	Mar	May
								47

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct weekly 45-minute PLC meetings	Principal Assistant Principal Instructional Coach Classroom Teachers	Weekly (August 2026-May 2027)	
2	Provide professional development on lesson internalization, TEKS alignment, and rigorous instructional planning.	Principal Instructional Coach District Curriculum Department	August 2026 and ongoing during monthly professional learning	
3	Conduct weekly instructional walkthroughs and provide coaching feedback aligned to campus look-fors.	Principal Assistant Principal Instructional Coach	Weekly	

Title I:
2.51, 2.52
- **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 5: Effective Instruction
Problem Statements: School Culture and Climate 2 - Curriculum, Instruction, and Assessment 3
Funding Sources: Instructional Coach - Title One School-wide - \$79,000, Student Materials / Teacher Resources - Title One School-wide - \$12,493

Strategy 2 Details					Reviews																							
Strategy 2: Implement a campus-wide instructional coaching model to strengthen Tier I instruction and increase instructional rigor. Strategy's Expected Result/Impact: Increased teacher effectiveness. Improved student engagement. Greater consistency in instructional delivery. Increased teacher confidence implementing rigorous lessons. Staff Responsible for Monitoring: Principal Instructional Coach APs <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Develop coaching cycles using walkthrough and assessment data.</td><td>Principal Instructional Coach APs</td><td>Every 4 Weeks</td><td></td></tr><tr><td>2</td><td>Provide demonstration lessons and instructional modeling.</td><td>Instructional Coach Teacher Leaders Lead Team</td><td>Throughout the year</td><td></td></tr><tr><td>3</td><td>Conduct follow-up coaching conversations using observation data.</td><td>Principal Instructional Coach APs</td><td>Weekly</td><td></td></tr></table> Title I: 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Develop coaching cycles using walkthrough and assessment data.	Principal Instructional Coach APs	Every 4 Weeks		2	Provide demonstration lessons and instructional modeling.	Instructional Coach Teacher Leaders Lead Team	Throughout the year		3	Conduct follow-up coaching conversations using observation data.	Principal Instructional Coach APs	Weekly		Formative			Summative
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Oct	Jan	Mar	May																									
								48																				

Strategy 3 Details					Reviews			
Strategy 3: Increase instructional rigor through higher-order questioning, academic discourse, and student writing. Strategy's Expected Result/Impact: Students demonstrate deeper understanding. Increased classroom discussion. Improved written responses. Increased Meets/Masters performance. Staff Responsible for Monitoring: Principle APs Instructional Coach					Formative			Summative
					Oct	Jan	Mar	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Provide professional learning on questioning strategies and Depth of Knowledge.	Principal Aps Instructional Coach	August, October, January, as needed.					
Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction								
					49			
					 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 2: PLCs are continuing to develop into highly functioning collaborative teams focused on improving student outcomes. Root Cause: PLC processes have not yet been implemented with complete consistency, including data analysis, instructional planning, and monitoring of student learning.
Curriculum, Instruction, and Assessment
Problem Statement 3: Assessment data are not consistently used to drive immediate instructional adjustments and targeted interventions. Root Cause: PLCs and data meetings require greater consistency in analyzing student misconceptions, planning reteach, and monitoring intervention effectiveness.

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 2027, the percentage of students in Grades 3-5 performing at the Meets Grade Level standard on STAAR Reading 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%, 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 Results, Checkpoints, Formative Assessments, Exit Tickets

Strategy 1 Details					Reviews			
Strategy 1: Implement a structured PLC data cycle that utilizes common formative assessments (CFAs), benchmark data, and student work to identify learning gaps, monitor progress, and plan timely interventions and enrichment. Strategy's Expected Result/Impact: Teachers consistently use data to drive instructional decisions. Students receive timely intervention or enrichment based on identified needs. Increased mastery of TEKS as evidenced by CFA, benchmark, and STAAR data. Increased percentage of students performing at the Meets and Masters performance levels. Staff Responsible for Monitoring: Teachers, Principal, APs Instructional Coach					Formative			Summative
					Oct	Jan	Mar	May
								51
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Administer common formative assessments every 2-3 weeks and bring results to PLC meetings.	Teachers Instructional Coach	Every 2-3 weeks					
2	Facilitate weekly PLC meetings using the Jordan PLC process to analyze assessment data, identify misconceptions, and develop reteach and enrichment plans.	Principal Assistant Principal Instructional Coach	Weekly					
3	Review PLC agendas, student data, and intervention plans during monthly instructional leadership meetings.	Principal Assistant Principal Instructional Coach	Monthly					
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								

Strategy 2 Details					Reviews																							
Strategy 2: Implement a campus-wide intervention and enrichment system that provides targeted instruction based on student performance data and ongoing progress monitoring. Strategy's Expected Result/Impact: Students receive targeted instruction aligned to individual learning needs. Intervention groups are adjusted based on current student performance. Increased student growth and reduced achievement gaps among all student groups. More students successfully transition from intervention to grade-level instruction. Staff Responsible for Monitoring: Principal, Instructional Coach, APs <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Develop flexible intervention and enrichment groups using CFA, benchmark, and progress-monitoring data.</td><td>Classroom Teachers Special Education Teachers Instructional Coach</td><td>Ongoing</td><td></td></tr><tr><td>2</td><td>Provide daily intervention and enrichment opportunities during the designated campus intervention block.</td><td>Principal</td><td>Daily</td><td></td></tr><tr><td>3</td><td>Monitor student progress and adjust intervention plans based on data collected during PLC meetings.</td><td>Teachers Principal APs Instructional Coach</td><td></td><td></td></tr></table> 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: Student Achievement 1, 2					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Develop flexible intervention and enrichment groups using CFA, benchmark, and progress-monitoring data.	Classroom Teachers Special Education Teachers Instructional Coach	Ongoing		2	Provide daily intervention and enrichment opportunities during the designated campus intervention block.	Principal	Daily		3	Monitor student progress and adjust intervention plans based on data collected during PLC meetings.	Teachers Principal APs Instructional Coach			Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																			
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3	Monitor student progress and adjust intervention plans based on data collected during PLC meetings.	Teachers Principal APs Instructional Coach																										
Oct	Jan	Mar	May																									
								52																				

Strategy 3 Details					Reviews																							
Strategy 3: Strengthen teachers' capacity to analyze student data and implement data-driven instructional practices through ongoing professional learning, coaching, and instructional monitoring. Strategy's Expected Result/Impact: Teachers demonstrate increased confidence and proficiency in analyzing student data. Data are consistently used to adjust instruction and monitor student progress. Increased instructional effectiveness and consistency across classrooms. Improved student achievement on district and state assessments. Staff Responsible for Monitoring: Principal Instructional Coach APs <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Provide professional learning on data analysis protocols, item analysis, and using assessment results to plan instruction.</td><td>Principal Instructional Coach District Curriculum Coordinators</td><td>Starting Aug 2026 and continuous</td><td></td></tr><tr><td>2</td><td>Conduct instructional coaching cycles focused on using assessment data to improve Tier I instruction and intervention practices.</td><td>Principal Instructional Coach APs</td><td>Ongoing throughout the year</td><td></td></tr><tr><td>3</td><td>Conduct classroom walkthroughs to monitor implementation of data-driven instructional practices and provide timely feedback.</td><td>Principal Assistant Principal Instructional Coach</td><td>Weekly</td><td></td></tr></table> Title I: 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					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Provide professional learning on data analysis protocols, item analysis, and using assessment results to plan instruction.	Principal Instructional Coach District Curriculum Coordinators	Starting Aug 2026 and continuous		2	Conduct instructional coaching cycles focused on using assessment data to improve Tier I instruction and intervention practices.	Principal Instructional Coach APs	Ongoing throughout the year		3	Conduct classroom walkthroughs to monitor implementation of data-driven instructional practices and provide timely feedback.	Principal Assistant Principal Instructional Coach	Weekly		Formative			Summative
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Oct	Jan	Mar	May																									
								53																				

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: Mathematics achievement continues to lag behind reading achievement across grade levels, with low percentages of students demonstrating grade-level mastery. **Root Cause:** Instruction has focused primarily on procedural fluency rather than conceptual understanding, problem solving, and mathematical reasoning. PLCs have not consistently analyzed student misconceptions to guide reteach.

Problem Statement 2: Significant achievement gaps continue to exist for Special Education, Economically Disadvantaged, Emergent Bilingual, and At-Risk students. **Root Cause** : Core instruction and interventions are not consistently differentiated to address the unique academic and language needs of diverse learners, and progress monitoring is inconsistent.

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 2027, the percentage of Grade 5 students performing at the Meets Grade Level standard on STAAR Science will increase from 26% to 31%.

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%

Evaluation Data Sources: STAAR Results, Checkpoints, Formative Assessments, Exit Tickets

Strategy 1 Details					Reviews			
Strategy 1: Strengthen instructional rigor by implementing higher-order questioning, academic discourse, and writing across all content areas aligned to the rigor of the TEKS and STAAR. Strategy's Expected Result/Impact: Increased student engagement in rigorous learning experiences. Students effectively communicate and justify their thinking using academic language. Increased quality of written responses across all content areas. Increased percentage of students achieving Meets and Masters on district and state assessments. Staff Responsible for Monitoring: Principal, APs, Instructional Coach					Formative			Summative
					Oct	Jan	Mar	May
								56

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide professional learning on higher-order questioning, Depth of Knowledge (DOK), academic discourse, and writing across the curriculum.	Principal, APs, Instructional Coach	Monthly as needed	
2	Conduct weekly instructional walkthroughs using a campus look-for tool focused on rigorous questioning, student discourse, and writing opportunities.	Principal, APs, Instructional Coach	Weekly	
3	Review student work during PLC meetings to evaluate the level of rigor and alignment to grade-level standards and adjust instruction accordingly.	Principal, APs, Instructional Coach	Weekly	

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

Strategy 2 Details					Reviews																							
Strategy 2: Strengthen writing across all content areas by implementing consistent writing opportunities that require students to explain, justify, and apply their thinking using evidence. Strategy's Expected Result/Impact: Students improve written communication and critical thinking skills. Writing becomes an integral part of daily instruction across all content areas. Improved performance on constructed-response and extended-response assessment items. Increased student mastery of grade-level standards. Staff Responsible for Monitoring: Principal, IC, APs <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Develop campus expectations for writing across the curriculum, including daily opportunities for students to write in all content areas.</td><td>Principal Instructional Coach APs</td><td>Aug - October</td><td></td></tr><tr><td>2</td><td>Analyze student writing samples during PLC meetings to identify trends, misconceptions, and instructional next steps.</td><td>Principal Instructional Coach AP</td><td>Weekly</td><td></td></tr><tr><td>3</td><td>Conduct instructional rounds to monitor implementation of writing strategies and provide coaching feedback.</td><td>Principal Instructional Coach AP</td><td>Monthly</td><td></td></tr></table> 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					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Develop campus expectations for writing across the curriculum, including daily opportunities for students to write in all content areas.	Principal Instructional Coach APs	Aug - October		2	Analyze student writing samples during PLC meetings to identify trends, misconceptions, and instructional next steps.	Principal Instructional Coach AP	Weekly		3	Conduct instructional rounds to monitor implementation of writing strategies and provide coaching feedback.	Principal Instructional Coach AP	Monthly		Formative			Summative
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Oct	Jan	Mar	May																									
					57																							

Strategy 3 Details					Reviews			
Strategy 3: Build teacher capacity through job-embedded coaching, collaborative PLCs, and instructional modeling to ensure consistent implementation of rigorous instructional practices. Strategy's Expected Result/Impact: Increased teacher confidence in delivering rigorous, student-centered instruction. Greater consistency of instructional practices across classrooms. Improved classroom observation data. Increased student achievement and growth across all tested content areas. Staff Responsible for Monitoring: Principal APs IC					Formative			Summative
					Oct	Jan	Mar	May
								58

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide instructional coaching cycles that include pre-conferences, classroom observations, modeling, feedback, and reflection.	Principal APs IC	Every 3-4 weeks per teacher	
2	Use PLC meetings to collaboratively plan rigorous lessons, develop exemplar responses, and analyze student work.	Principal APs IC	Weekly	
3	Highlight and share effective instructional practices through peer observations, demonstration classrooms, and faculty learning sessions.	Principal APs IC Teachers	Monthly	

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



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 2027, Jordan Elementary will increase the percentage of Special Education, Emergent Bilingual, Economically Disadvantaged, and At-Risk students achieving the Meets Grade Level standard through differentiated instruction, targeted interventions, and progress monitoring.

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 Results, Checkpoints, Formative Assessments, Exit Tickets

Strategy 1 Details					Reviews																							
Strategy 1: Strengthen differentiated Tier I instruction by implementing research-based instructional strategies, accommodations, and scaffolds to meet the diverse needs of all learners. Strategy's Expected Result/Impact: Teachers consistently implement differentiated instruction during Tier I instruction. Students receive appropriate accommodations and instructional supports. Increased classroom engagement and access to grade-level curriculum. Increased percentage of Special Education, Emergent Bilingual, Economically Disadvantaged, and At-Risk students meeting grade-level expectations. Staff Responsible for Monitoring: Principal APs IC <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Provide professional learning on differentiation, scaffolding, accommodations, and language supports for diverse learners.</td><td>Principal Instructional Coach Special Education Teacher Bilingual/ESL Coordinator District Curriculum</td><td>Throughout the school year</td><td></td></tr><tr><td>2</td><td>Require PLC teams to identify instructional accommodations, scaffolds, and differentiation strategies during collaborative planning.</td><td>Classroom Teachers Instructional Coach</td><td>Weekly PLC</td><td></td></tr><tr><td>3</td><td>Conduct classroom walkthroughs to monitor implementation of differentiated instructional practices and provide coaching feedback.</td><td>Principal APs IC</td><td>Weekly</td><td></td></tr></table> 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					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Provide professional learning on differentiation, scaffolding, accommodations, and language supports for diverse learners.	Principal Instructional Coach Special Education Teacher Bilingual/ESL Coordinator District Curriculum	Throughout the school year		2	Require PLC teams to identify instructional accommodations, scaffolds, and differentiation strategies during collaborative planning.	Classroom Teachers Instructional Coach	Weekly PLC		3	Conduct classroom walkthroughs to monitor implementation of differentiated instructional practices and provide coaching feedback.	Principal APs IC	Weekly		Formative			Summative
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3	Conduct classroom walkthroughs to monitor implementation of differentiated instructional practices and provide coaching feedback.	Principal APs IC	Weekly																									
Oct	Jan	Mar	May	60																								

Strategy 2 Details					Reviews																							
Strategy 2: Implement a systematic intervention and progress-monitoring process that provides targeted academic support based on student performance data. Strategy's Expected Result/Impact: Students receive timely, targeted intervention based on identified skill deficits. Intervention groups are adjusted using current data. Achievement gaps among student groups decrease. Increased student growth and mastery of grade-level TEKS. Actions for Implementation Staff Responsible for Monitoring: Principal <table border="1"><thead><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr></thead><tbody><tr><td>1</td><td>Use common formative assessments, benchmark assessments, and progress-monitoring data to identify students requiring intervention or enrichment.</td><td>Teachers IC</td><td>Weekly at first then bi-weekly</td><td></td></tr><tr><td>2</td><td>Provide daily targeted intervention during the campus intervention block and adjust instructional groups based on progress-monitoring results.</td><td>Teachers</td><td>Daily</td><td></td></tr><tr><td>3</td><td>Review intervention effectiveness during PLC meetings and monthly MTSS meetings to adjust instructional plans.</td><td>Principal APs IC</td><td>Weekly in PLCs as needed</td><td></td></tr></tbody></table> 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					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Use common formative assessments, benchmark assessments, and progress-monitoring data to identify students requiring intervention or enrichment.	Teachers IC	Weekly at first then bi-weekly		2	Provide daily targeted intervention during the campus intervention block and adjust instructional groups based on progress-monitoring results.	Teachers	Daily		3	Review intervention effectiveness during PLC meetings and monthly MTSS meetings to adjust instructional plans.	Principal APs IC	Weekly in PLCs as needed		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																			
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2	Provide daily targeted intervention during the campus intervention block and adjust instructional groups based on progress-monitoring results.	Teachers	Daily																									
3	Review intervention effectiveness during PLC meetings and monthly MTSS meetings to adjust instructional plans.	Principal APs IC	Weekly in PLCs as needed																									
Oct	Jan	Mar	May																									
					61																							

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

Strategy 3 Details					Reviews																							
Strategy 3: Strengthen collaboration among general education teachers, Special Education teachers, interventionists, and bilingual/ESL staff to ensure coordinated instructional support and monitoring for all identified student groups. Strategy's Expected Result/Impact: Increased collaboration among instructional staff. Consistent implementation of accommodations and intervention plans. Improved monitoring of student progress. Increased percentage of targeted student groups achieving the Meets Grade Level standard. Staff Responsible for Monitoring: Principal APs IC <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Schedule collaborative planning meetings between classroom teachers, Special Education teachers, interventionists, and bilingual/ESL staff to review student progress and instructional supports.</td><td>Principal Assistant Principal Special Education Teachers Classroom Teachers</td><td>Monthly</td><td></td></tr><tr><td>2</td><td>Monitor implementation of accommodations, instructional supports, and intervention plans through walkthroughs, lesson plan reviews, and coaching conversations.</td><td>Principal Assistant Principal Instructional Coach</td><td>Weekly Walkthroughs</td><td></td></tr><tr><td>3</td><td>Conduct quarterly data reviews to evaluate student group performance and adjust campus support plans based on achievement and growth data.</td><td>Principal APs IC</td><td>End of each 9 weeks</td><td></td></tr></table> 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 Problem Statements: Student Achievement 2					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Schedule collaborative planning meetings between classroom teachers, Special Education teachers, interventionists, and bilingual/ESL staff to review student progress and instructional supports.	Principal Assistant Principal Special Education Teachers Classroom Teachers	Monthly		2	Monitor implementation of accommodations, instructional supports, and intervention plans through walkthroughs, lesson plan reviews, and coaching conversations.	Principal Assistant Principal Instructional Coach	Weekly Walkthroughs		3	Conduct quarterly data reviews to evaluate student group performance and adjust campus support plans based on achievement and growth data.	Principal APs IC	End of each 9 weeks		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																			
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3	Conduct quarterly data reviews to evaluate student group performance and adjust campus support plans based on achievement and growth data.	Principal APs IC	End of each 9 weeks																									
Oct	Jan	Mar	May																									
								62																				

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 4 Problem Statements:

Student Achievement

Problem Statement 2: Significant achievement gaps continue to exist for Special Education, Economically Disadvantaged, Emergent Bilingual, and At-Risk students. **Root Cause** : Core instruction and interventions are not consistently differentiated to address the unique academic and language needs of diverse learners, and progress monitoring is inconsistent.

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 2027, all Kindergarten through 3rd grade teachers will consistently implement evidence-based literacy instruction aligned to the Science of Teaching Reading and the Texas Essential Knowledge and Skills (TEKS) to increase the percentage of students reading at or above grade level.

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: STAAR Grade 3 Reading Results
District Reading Benchmarks
Common Formative Assessments

Strategy 1 Details					Reviews			
Strategy 1: Strengthen Tier I literacy instruction through systematic lesson internalization, explicit reading instruction, and implementation of research-based literacy practices. Strategy's Expected Result/Impact: Consistent implementation of high-quality literacy instruction. Increased student mastery of foundational reading skills and comprehension. Improved benchmark and common assessment results. Increased percentage of students reading on grade level. Staff Responsible for Monitoring: Principal IC APs					Formative			Summative
					Oct	Jan	Mar	May
								64
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Conduct weekly literacy PLCs focused on lesson internalization, TEKS alignment, and best instructional practices.	Principal IC APs	Weekly					
Title I: 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								

Strategy 2 Details					Reviews																		
Strategy 2: Implement daily structured literacy routines emphasizing phonemic awareness, phonics, fluency, vocabulary, and comprehension. Strategy's Expected Result/Impact: Students develop stronger foundational literacy skills. Increased reading fluency and comprehension. Improved reading proficiency by benchmark assessments. Staff Responsible for Monitoring: Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Implement daily literacy block with protected instructional time.</td><td>Teacher</td><td>Daily</td><td></td></tr><tr><td>2</td><td>Monitor literacy instruction through classroom observations.</td><td>Principal APs IC</td><td>Weekly</td><td></td></tr></table> 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					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Implement daily literacy block with protected instructional time.	Teacher	Daily		2	Monitor literacy instruction through classroom observations.	Principal APs IC	Weekly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	Implement daily literacy block with protected instructional time.	Teacher	Daily															
2	Monitor literacy instruction through classroom observations.	Principal APs IC	Weekly																				
Oct	Jan	Mar	May																				

65

Strategy 3 Details					Reviews																		
Strategy 3: Increase family involvement in literacy by providing resources and opportunities to support reading at home. Strategy's Expected Result/Impact: Increased family participation. Increased minutes spent reading at home. Improved student reading achievement. Staff Responsible for Monitoring: Principal Teacher APs IC <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Host quarterly Family Literacy Nights.</td><td>Principal Teachers Staff</td><td>Quarterly</td><td></td></tr><tr><td>2</td><td>Provide monthly take-home literacy activities.</td><td>Teachers</td><td>Monthly</td><td></td></tr></table> Title I: 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					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Host quarterly Family Literacy Nights.	Principal Teachers Staff	Quarterly		2	Provide monthly take-home literacy activities.	Teachers	Monthly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
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2	Provide monthly take-home literacy activities.	Teachers	Monthly																				
Oct	Jan	Mar	May																				
								66															

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 2027, the percentage of K-3 students achieving or exceeding their annual i-Ready reading growth goal will increase from 55% to 65%

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:

Reading Intervention Progress Monitoring
Running Records
CFA Results
District Benchmark Assessments
STAAR Reading Results

Strategy 1 Details					Reviews			
Strategy 1: Utilize benchmark assessments, and progress-monitoring data to identify students needing intervention. Strategy's Expected Result/Impact: Students identified early. Appropriate interventions implemented quickly. Increased reading growth. Staff Responsible for Monitoring: APs IC					Formative			Summative
					Oct	Jan	Mar	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Administer universal screeners and benchmark assessments.	Teachers IC	BOY, MOY, EOY					
2	Develop intervention groups using student data.	IC Teacher	Weekly					
3	Review intervention effectiveness during MTSS meetings.	MTSS Team Principal	Monthly / As Needed					
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								

Strategy 2 Details					Reviews			
Strategy 2: Provide daily targeted intervention utilizing research-based literacy programs aligned to identified student needs. Strategy's Expected Result/Impact: Improved foundational literacy skills. Increased reading fluency. Increased percentage of students meeting grade-level expectations. Staff Responsible for Monitoring: APs IC					Formative			Summative
					Oct	Jan	Mar	May
								68

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide daily intervention during the campus intervention block.	Teacher	Daily	
2	Adjust intervention groups based on progress monitoring.	IC Teacher	Weekly as needed	

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: Student Achievement 2, 4

Strategy 3 Details					Reviews																							
Strategy 3: Monitor student reading growth through PLCs and MTSS to ensure instructional adjustments are made based on student progress. Strategy's Expected Result/Impact: Instruction responds quickly to student needs. Increased student growth. Reduced number of students requiring intensive intervention. Staff Responsible for Monitoring: Principal IC APs <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Analyze reading data during weekly PLC meetings.</td><td>Teachers IC</td><td>Weekly</td><td></td></tr><tr><td>2</td><td>Conduct MTSS meetings for struggling readers.</td><td>MTTS Team</td><td>Monthly</td><td></td></tr><tr><td>3</td><td>Provide coaching based on student reading data.</td><td>IC APs Principal</td><td>As Needed</td><td></td></tr></table> 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					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Analyze reading data during weekly PLC meetings.	Teachers IC	Weekly		2	Conduct MTSS meetings for struggling readers.	MTTS Team	Monthly		3	Provide coaching based on student reading data.	IC APs Principal	As Needed		Formative			Summative
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3	Provide coaching based on student reading data.	IC APs Principal	As Needed																									
Oct	Jan	Mar	May																									
				69																								

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: Significant achievement gaps continue to exist for Special Education, Economically Disadvantaged, Emergent Bilingual, and At-Risk students. Root Cause : Core instruction and interventions are not consistently differentiated to address the unique academic and language needs of diverse learners, and progress monitoring is inconsistent.
Problem Statement 4: Students struggle with higher-level questions requiring analysis, justification, and written responses. Root Cause: Instruction has not consistently incorporated rigorous questioning, academic vocabulary development, writing across the curriculum, and structured student discourse necessary for mastery-level performance.

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 2027, Jordan Elementary will strengthen teacher capacity to deliver high-quality literacy instruction through ongoing professional learning, coaching, collaborative PLCs, and instructional monitoring.

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: STAAR Reading Results

District Benchmarks

Strategy 1 Details					Reviews																		
Strategy 1: Provide ongoing professional learning focused on evidence-based literacy instruction, guided reading, small-group instruction, and reading comprehension strategies. Strategy's Expected Result/Impact: Increased teacher effectiveness. Improved literacy instruction. Increased student achievement. Staff Responsible for Monitoring: Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Conduct quarterly literacy training.</td><td>Principal, IC, APs</td><td>As needed throughout the year</td><td></td></tr><tr><td>2</td><td>Evaluate implementation through classroom observations.</td><td>Principal APs</td><td>Weekly</td><td></td></tr></table> Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Conduct quarterly literacy training.	Principal, IC, APs	As needed throughout the year		2	Evaluate implementation through classroom observations.	Principal APs	Weekly		Formative			Summative
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2	Evaluate implementation through classroom observations.	Principal APs	Weekly																				
Oct	Jan	Mar	May																				
								70															

Strategy 2 Details					Reviews																		
Strategy 2: Implement instructional coaching cycles focused on literacy instruction, small-group instruction, and differentiated reading practices. Strategy's Expected Result/Impact: Increased instructional consistency. Improved teacher confidence. Higher student reading achievement. Staff Responsible for Monitoring: Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Identify teachers for coaching based on walkthrough and student data.</td><td>Principal APs IC</td><td>Monthly</td><td></td></tr><tr><td>2</td><td>Conduct coaching cycles with modeling, observation, feedback, and reflection.</td><td>Principal APs IC</td><td>Weekly</td><td></td></tr></table> Title I: 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 5: Effective Instruction					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Identify teachers for coaching based on walkthrough and student data.	Principal APs IC	Monthly		2	Conduct coaching cycles with modeling, observation, feedback, and reflection.	Principal APs IC	Weekly		Formative			Summative
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2	Conduct coaching cycles with modeling, observation, feedback, and reflection.	Principal APs IC	Weekly																				
Oct	Jan	Mar	May																				

71

Strategy 3 Details					Reviews																							
Strategy 3: Utilize collaborative PLCs to analyze reading data, calibrate instructional practices, and share effective literacy strategies across grade levels. Strategy's Expected Result/Impact: Increased collaboration. Consistent literacy instruction across classrooms. Improved reading outcomes for all students. Staff Responsible for Monitoring: Principal APs IC <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Facilitate weekly literacy PLC meetings using the Jordan PLC framework.</td><td>Principal APs IC</td><td>Weekly 2X</td><td></td></tr><tr><td>2</td><td>Review student work, benchmark data, and common assessments to identify trends and instructional needs.</td><td>Principal APs IC</td><td>After Assessments as needed</td><td></td></tr><tr><td>3</td><td>Monitor PLC implementation through agendas, minutes, and classroom observations.</td><td>Principal APs IC</td><td>Weekly</td><td></td></tr></table> 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					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Facilitate weekly literacy PLC meetings using the Jordan PLC framework.	Principal APs IC	Weekly 2X		2	Review student work, benchmark data, and common assessments to identify trends and instructional needs.	Principal APs IC	After Assessments as needed		3	Monitor PLC implementation through agendas, minutes, and classroom observations.	Principal APs IC	Weekly		Formative			Summative
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3	Monitor PLC implementation through agendas, minutes, and classroom observations.	Principal APs IC	Weekly																									
Oct	Jan	Mar	May																									
				72																								

No Progress

Accomplished

Continue/Modify

Discontinue



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 May 2027, Jordan Elementary will increase the percentage of students reporting favorable responses on the Panorama School Connectedness Survey by implementing systems that promote positive relationships, student belonging, and a supportive learning environment.

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 Student Survey

Student Attendance Data

Campus Climate Surveys

Strategy 1 Details					Reviews			
Strategy 1: Implement campus-wide relationship-building structures that promote student belonging, positive relationships, and emotional safety. Strategy's Expected Result/Impact: Students report a stronger sense of belonging. Increased positive relationships between students and staff. Improved Panorama School Connectedness results. Improved student engagement. Actions Staff Responsible for Monitoring: Principal Counselor Teachers					Formative			Summative
					Oct	Jan	Mar	May
								74

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement daily morning meetings and relationship-building activities in every classroom. Responsible Parties	Principal Counselor Teachers	Daily	
2	Provide professional learning on relationship-centered classroom practices and restorative conversations.	Principal Counselor	as needed throughout the year	
3	Conduct monthly student recognition celebrations highlighting academics, attendance, leadership, and citizenship.	counselor and teachers	Monthly	

Title I:
2.52
- **ESF Levers:**
Lever 3: Positive School Culture

Strategy 2 Details					Reviews													
Strategy 2: Strengthen student voice and leadership opportunities to increase ownership and engagement in the school community. Strategy's Expected Result/Impact: Increased student leadership. Improved student engagement. Higher levels of school connectedness. Staff Responsible for Monitoring: Counselor <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Conduct quarterly student forums to gather feedback and improve campus climate.</td><td>counselor</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Conduct quarterly student forums to gather feedback and improve campus climate.	counselor	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Conduct quarterly student forums to gather feedback and improve campus climate.	counselor	Quarterly										
Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue

75

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 May 2027, Jordan Elementary will strengthen family and community partnerships to increase student connectedness, engagement, and participation in school activities.

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

Parent Survey

Family Event Attendance

Volunteer Logs

Parent Conference Documentation

Social Media Analytics

Strategy 1 Details					Reviews																		
Strategy 1: Increase family engagement through meaningful academic events and two-way communication. Strategy's Expected Result/Impact: Increased parent participation. Stronger home-school partnerships. Improved student engagement. Staff Responsible for Monitoring: Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Host quarterly family engagement events focused on literacy, mathematics, and student learning.</td><td>Principal Counselor Teachers</td><td>Quarterly</td><td></td></tr><tr><td>2</td><td>Provide monthly campus communication highlighting academic expectations and ways families can support learning.</td><td>Principal Teachers</td><td>Monthly</td><td></td></tr></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Host quarterly family engagement events focused on literacy, mathematics, and student learning.	Principal Counselor Teachers	Quarterly		2	Provide monthly campus communication highlighting academic expectations and ways families can support learning.	Principal Teachers	Monthly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	Host quarterly family engagement events focused on literacy, mathematics, and student learning.	Principal Counselor Teachers	Quarterly															
2	Provide monthly campus communication highlighting academic expectations and ways families can support learning.	Principal Teachers	Monthly																				
Oct	Jan	Mar	May																				
								76															

Strategy 2 Details					Reviews																		
Strategy 2: Expand partnerships with community organizations and businesses to support student success and school connectedness. Strategy's Expected Result/Impact: Increased community involvement. Additional student support resources. Greater student participation in school activities. Staff Responsible for Monitoring: Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Develop new community partnerships to support mentoring, incentives, and volunteer opportunities.</td><td>Principal Counselor</td><td>Throughout the school year</td><td></td></tr><tr><td>2</td><td>Recognize community partners through campus events and communications.</td><td>Principal</td><td>Quarterly</td><td></td></tr></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Develop new community partnerships to support mentoring, incentives, and volunteer opportunities.	Principal Counselor	Throughout the school year		2	Recognize community partners through campus events and communications.	Principal	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	Develop new community partnerships to support mentoring, incentives, and volunteer opportunities.	Principal Counselor	Throughout the school year															
2	Recognize community partners through campus events and communications.	Principal	Quarterly																				
Oct	Jan	Mar	May																				

No Progress

Accomplished

Continue/Modify

Discontinue

77



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 2027, Jordan Elementary will increase average daily attendance from 94.2% to 95% through proactive attendance monitoring, family engagement, and student recognition.

Indicators of Success:

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

Evaluation Data Sources: ADA Reports

PEIMS Attendance Data

Chronic Absenteeism Reports

Strategy 1 Details					Reviews			
Strategy 1: Implement a campus-wide attendance improvement system focused on early identification and intervention. Strategy's Expected Result/Impact: Increased average daily attendance. Reduced chronic absenteeism. Improved student achievement. Staff Responsible for Monitoring: Principal					Formative			Summative
					Oct	Jan	Mar	May
								78
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Review attendance data weekly to identify students at risk for chronic absenteeism.	Attendance Clerk Assistant Principal Counselor	Weekly					
2	Develop attendance intervention plans for identified students.	Counselor APs	As needed					
ESF Levers: Lever 3: Positive School Culture								

Strategy 2 Details					Reviews																		
Strategy 2: Increase student and family awareness of the importance of attendance through incentives and communication. Strategy's Expected Result/Impact: Improved attendance rates. Increased family awareness. Increased student motivation. Staff Responsible for Monitoring: Principal, Counselor <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Recognize students with perfect and improved attendance each month.</td><td>Counselor</td><td>Monthly</td><td></td></tr><tr><td>2</td><td>Provide regular attendance communication to families.</td><td>Counselor Attendance Clerk Teachers</td><td>Monthly</td><td></td></tr></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Recognize students with perfect and improved attendance each month.	Counselor	Monthly		2	Provide regular attendance communication to families.	Counselor Attendance Clerk Teachers	Monthly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	Recognize students with perfect and improved attendance each month.	Counselor	Monthly															
2	Provide regular attendance communication to families.	Counselor Attendance Clerk Teachers	Monthly																				
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 2027, Jordan Elementary will decrease exclusionary disciplinary infractions through proactive behavior supports, restorative practices, and consistent implementation of campus behavior expectations.

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: Fewer office referrals.

Improved classroom behavior.

Increased instructional time.

Strategy 1 Details					Reviews			
Strategy 1: Implement a consistent campus-wide positive behavior support system that teaches, reinforces, and recognizes expected behaviors. Strategy's Expected Result/Impact: Fewer office referrals. Reduced discipline. Improved classroom behavior. Increased instructional time. Staff Responsible for Monitoring: Principal					Formative			Summative
					Oct	Jan	Mar	May
								80
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Teach and reteach campus behavior expectations throughout the year.	Principal Assistant Principal Counselor Teachers	Throughout the year					
2	Implement monthly positive behavior recognition for students demonstrating campus expectations. School Store, Fun Friday	Principal Assistant Principal Counselor Teachers	Monthly					
ESF Levers: Lever 3: Positive School Culture								

Strategy 2 Details					Reviews																		
Strategy 2: Utilize restorative practices and behavior intervention supports to reduce repeat discipline incidents and improve student self-management. Strategy's Expected Result/Impact: Reduced repeat behavior incidents. Improved student self-regulation. Increased classroom instructional time. Staff Responsible for Monitoring: Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Provide professional learning on restorative practices and de-escalation strategies.</td><td>Principal, Counselor, SPED Lead</td><td>As needed</td><td></td></tr><tr><td>2</td><td>Review discipline data monthly to identify trends and implement targeted interventions for students requiring additional behavioral support.</td><td>Principal, APs</td><td>Throughout the year</td><td></td></tr></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Provide professional learning on restorative practices and de-escalation strategies.	Principal, Counselor, SPED Lead	As needed		2	Review discipline data monthly to identify trends and implement targeted interventions for students requiring additional behavioral support.	Principal, APs	Throughout the year		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	Provide professional learning on restorative practices and de-escalation strategies.	Principal, Counselor, SPED Lead	As needed															
2	Review discipline data monthly to identify trends and implement targeted interventions for students requiring additional behavioral support.	Principal, APs	Throughout the year																				
Oct	Jan	Mar	May																				

No Progress

Accomplished

Continue/Modify

Discontinue

81



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, Jordan Elementary will increase the consistency and quality of Tier 1 instruction by ensuring teachers consistently implement standards-aligned, rigorous instruction that includes clear learning objectives, checks for understanding, academic discourse, and opportunities for students to demonstrate mastery.

Evaluation Data Sources: STAAR, Checkpoints

Strategy 1 Details					Reviews			
Strategy 1: Implement a campus-wide instructional framework focused on standards alignment, rigor, student engagement, and checks for understanding. Strategy's Expected Result/Impact: Teachers will demonstrate greater consistency in instructional practices, resulting in increased student engagement and mastery of grade-level standards. Staff Responsible for Monitoring: Principal, IC, APs					Formative			Summative
					Oct	Jan	Mar	May
								82
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Establish and communicate campus instructional look-fors; provide professional learning on rigorous, standards-aligned instruction; conduct regular walkthroughs; provide timely feedback and coaching based on walkthrough data.	Principal, Assistant Principal, Instructional Coach, Teachers	Ongoing All Year					

Strategy 2 Details					Reviews													
Strategy 2: Strengthen the use of formative assessment and student evidence during instruction to monitor and respond to learning needs. Strategy's Expected Result/Impact: Teachers will use real-time evidence of learning to adjust instruction, resulting in more students reaching proficiency on grade-level standards. Staff Responsible for Monitoring: Principal, APs, IC <table border="1"><thead><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr></thead><tbody><tr><td>1</td><td>Develop common expectations for checks for understanding; incorporate formative assessment into lesson planning; review student work and formative data during PLCs; provide reteaching and enrichment based on identified needs.</td><td>Principal, AP, Instructional Coach, PLC Facilitators, Teachers</td><td>Ongoing all year</td><td></td></tr></tbody></table> 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					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Develop common expectations for checks for understanding; incorporate formative assessment into lesson planning; review student work and formative data during PLCs; provide reteaching and enrichment based on identified needs.	Principal, AP, Instructional Coach, PLC Facilitators, Teachers	Ongoing all year		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Develop common expectations for checks for understanding; incorporate formative assessment into lesson planning; review student work and formative data during PLCs; provide reteaching and enrichment based on identified needs.	Principal, AP, Instructional Coach, PLC Facilitators, Teachers	Ongoing all year										
Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue

83



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, Jordan Elementary will increase student achievement by strengthening differentiated instruction and ensuring that instruction is responsive to the academic needs of all learners, including students requiring intervention, enrichment, scaffolds, and additional supports.

Evaluation Data Sources: STAAR, Checkpoints, PLC DATA

Strategy 1 Details					Reviews													
Strategy 1: Establish a consistent campus process for differentiating instruction based on student performance data and identified learning needs. Strategy's Expected Result/Impact: Teachers will consistently provide targeted supports and enrichment, resulting in increased student mastery and reduced achievement gaps among student groups. Staff Responsible for Monitoring: Principal <table border="1"><thead><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr></thead><tbody><tr><td>1</td><td>Train teachers on effective differentiation strategies; identify student needs through common assessments and progress-monitoring data; plan scaffolds, interventions, and enrichment during PLCs; monitor implementation through walkthroughs and student work.</td><td>Principal, AP, Instructional Coach, Special Education Staff, Teachers</td><td>Ongoing all year</td><td></td></tr></tbody></table> Title I: 2.52 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Train teachers on effective differentiation strategies; identify student needs through common assessments and progress-monitoring data; plan scaffolds, interventions, and enrichment during PLCs; monitor implementation through walkthroughs and student work.	Principal, AP, Instructional Coach, Special Education Staff, Teachers	Ongoing all year		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Train teachers on effective differentiation strategies; identify student needs through common assessments and progress-monitoring data; plan scaffolds, interventions, and enrichment during PLCs; monitor implementation through walkthroughs and student work.	Principal, AP, Instructional Coach, Special Education Staff, Teachers	Ongoing all year										
Oct	Jan	Mar	May															
								84										

Strategy 2 Details					Reviews													
Strategy 2: Implement a systematic intervention and enrichment cycle that provides students with timely opportunities for reteaching, practice, and extension. Strategy's Expected Result/Impact: Students will receive timely instructional responses to identified needs, resulting in increased mastery and greater opportunities for students already demonstrating proficiency to reach higher levels of learning. Staff Responsible for Monitoring: Principal, IC, APs <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Use PLC data meetings to identify students for intervention and enrichment; develop targeted intervention plans; provide scheduled intervention/enrichment opportunities; reassess students after intervention; adjust groups and instructional supports based on results.</td><td>Principal, AP, Instructional Coach, Teachers, Intervention Staff</td><td>Ongoing throughout the year</td><td></td></tr></table> Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 5					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Use PLC data meetings to identify students for intervention and enrichment; develop targeted intervention plans; provide scheduled intervention/enrichment opportunities; reassess students after intervention; adjust groups and instructional supports based on results.	Principal, AP, Instructional Coach, Teachers, Intervention Staff	Ongoing throughout the year		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Use PLC data meetings to identify students for intervention and enrichment; develop targeted intervention plans; provide scheduled intervention/enrichment opportunities; reassess students after intervention; adjust groups and instructional supports based on results.	Principal, AP, Instructional Coach, Teachers, Intervention Staff	Ongoing throughout the year										
Oct	Jan	Mar	May															
				85														

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Sixty-six percent (66.7%) of Barbara Jordan Elementary students are economically disadvantaged, creating increased academic and social-emotional support needs that may impact student achievement. Root Cause: Many students experience barriers associated with poverty, including limited access to academic resources, enrichment opportunities, and consistent learning support outside of school, requiring additional targeted interventions during the school day.
Curriculum, Instruction, and Assessment
Problem Statement 5: Intervention and enrichment opportunities are not consistently aligned to individual student needs. Root Cause: Assessment data and progress-monitoring systems are not consistently used to identify skill deficits and provide timely, targeted instructional support.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, Jordan Elementary will increase the percentage of classrooms demonstrating high levels of student engagement, academic ownership, and higher-order thinking through purposeful questioning, academic discourse, writing, collaboration, and student reflection.

Evaluation Data Sources: STAAR, Checkpoints, PLC DATA

Strategy 1 Details					Reviews													
Strategy 1: Build teacher capacity to facilitate higher-order thinking, academic discourse, questioning, and student-centered learning. Strategy's Expected Result/Impact: Students will engage more frequently in meaningful academic conversations, problem solving, analysis, and application of grade-level content. Staff Responsible for Monitoring: Principal, APs, IC <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Provide professional learning on questioning techniques, academic discourse, student discussion protocols, and higher-order thinking; model instructional strategies; conduct walkthroughs focused on student engagement and cognitive demand; provide coaching and feedback.</td><td>Principal, AP, Instructional Coach, Teachers</td><td>Throughout the year</td><td></td></tr></table> Title I: 2.52 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Provide professional learning on questioning techniques, academic discourse, student discussion protocols, and higher-order thinking; model instructional strategies; conduct walkthroughs focused on student engagement and cognitive demand; provide coaching and feedback.	Principal, AP, Instructional Coach, Teachers	Throughout the year		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Provide professional learning on questioning techniques, academic discourse, student discussion protocols, and higher-order thinking; model instructional strategies; conduct walkthroughs focused on student engagement and cognitive demand; provide coaching and feedback.	Principal, AP, Instructional Coach, Teachers	Throughout the year										
Oct	Jan	Mar	May															
								86										

Strategy 2 Details					Reviews													
Strategy 2: Increase opportunities for students to take ownership of their learning through goal setting, reflection, self-assessment, and demonstration of learning. Strategy's Expected Result/Impact: Students will demonstrate increased understanding of learning expectations and greater ownership of their academic progress. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Establish student-friendly learning targets and success criteria; incorporate student self-assessment and reflection; have students track progress toward learning goals; use student work conferences and reflection activities to support ownership of learning.</td><td>Principal, AP, Instructional Coach, Teachers</td><td>Ongoing</td><td></td></tr></table> Title I: 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					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Establish student-friendly learning targets and success criteria; incorporate student self-assessment and reflection; have students track progress toward learning goals; use student work conferences and reflection activities to support ownership of learning.	Principal, AP, Instructional Coach, Teachers	Ongoing		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Establish student-friendly learning targets and success criteria; incorporate student self-assessment and reflection; have students track progress toward learning goals; use student work conferences and reflection activities to support ownership of learning.	Principal, AP, Instructional Coach, Teachers	Ongoing										
Oct	Jan	Mar	May															

 No Progress

 Accomplished

 Continue/Modify

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Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, Jordan Elementary will increase overall student attendance and reduce chronic absenteeism by implementing a proactive, campus-wide attendance system that identifies barriers to attendance and provides timely interventions and family support.

Evaluation Data Sources: Average Daily Attendance

Strategy 1 Details					Reviews													
Strategy 1: Implement a proactive attendance monitoring and intervention process to identify students at risk for chronic absenteeism. Strategy's Expected Result/Impact: Students identified as at risk for chronic absenteeism will receive timely interventions, resulting in improved attendance and reduced chronic absenteeism. Staff Responsible for Monitoring: Principal, APs, Teachers, Clerk <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Review attendance data weekly; identify students approaching attendance concerns; establish attendance intervention tiers; communicate attendance concerns with families; document interventions and monitor student progress.</td><td>Principal, Assistant Principal, Attendance Clerk, Teachers, Counselor</td><td>Throughout the year</td><td></td></tr></table> Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Review attendance data weekly; identify students approaching attendance concerns; establish attendance intervention tiers; communicate attendance concerns with families; document interventions and monitor student progress.	Principal, Assistant Principal, Attendance Clerk, Teachers, Counselor	Throughout the year		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Review attendance data weekly; identify students approaching attendance concerns; establish attendance intervention tiers; communicate attendance concerns with families; document interventions and monitor student progress.	Principal, Assistant Principal, Attendance Clerk, Teachers, Counselor	Throughout the year										
Oct	Jan	Mar	May															
								88										

Title I:

2.53

- ESF Levers:

Lever 3: Positive School Culture

Strategy 2 Details					Reviews													
Strategy 2: Develop positive attendance initiatives that recognize and reinforce regular attendance and build a culture where students understand the importance of being at school every day. Strategy's Expected Result/Impact: Students and families will have increased awareness of the importance of attendance, resulting in improved daily attendance and student engagement. Staff Responsible for Monitoring: Principal, APs, Counselor <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Establish campus attendance goals; recognize students/classes demonstrating strong attendance; communicate attendance successes with families; incorporate attendance messaging into campus communications and student activities.</td><td>Principal, AP, Counselor, Teachers</td><td>Ongoing</td><td></td></tr></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Establish campus attendance goals; recognize students/classes demonstrating strong attendance; communicate attendance successes with families; incorporate attendance messaging into campus communications and student activities.	Principal, AP, Counselor, Teachers	Ongoing		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Establish campus attendance goals; recognize students/classes demonstrating strong attendance; communicate attendance successes with families; incorporate attendance messaging into campus communications and student activities.	Principal, AP, Counselor, Teachers	Ongoing										
Oct	Jan	Mar	May															

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, Jordan Elementary will strengthen school connectedness by ensuring students have meaningful relationships with adults, opportunities to participate in campus activities, and a sense of belonging and ownership within the school community.

Evaluation Data Sources: Family and Student Survey

Strategy 1 Details					Reviews													
Strategy 1: Implement systems that strengthen positive relationships between students and adults and ensure every student has a trusted adult on campus. Strategy's Expected Result/Impact: Students will report increased feelings of belonging, safety, and connection to school, resulting in stronger engagement and participation in learning. Staff Responsible for Monitoring: Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Identify students needing additional connection; establish check-in/check-out or mentoring supports; conduct student voice surveys; use counselor and teacher feedback to identify students needing additional support; provide opportunities for positive adult-student interactions.</td><td>Counselor, Teachers, AP, Principal</td><td>Aug. 2026-May 2027</td><td></td></tr></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Identify students needing additional connection; establish check-in/check-out or mentoring supports; conduct student voice surveys; use counselor and teacher feedback to identify students needing additional support; provide opportunities for positive adult-student interactions.	Counselor, Teachers, AP, Principal	Aug. 2026-May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Identify students needing additional connection; establish check-in/check-out or mentoring supports; conduct student voice surveys; use counselor and teacher feedback to identify students needing additional support; provide opportunities for positive adult-student interactions.	Counselor, Teachers, AP, Principal	Aug. 2026-May 2027										
Oct	Jan	Mar	May															
								90										

Strategy 2 Details					Reviews													
Strategy 2: Increase student participation in leadership, recognition, clubs, activities, and campus traditions that promote belonging and school pride. Strategy's Expected Result/Impact: Students will have increased opportunities to contribute to the school community and develop a stronger sense of belonging and pride in being a Jordan Jaguar. Staff Responsible for Monitoring: Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Expand student leadership opportunities; implement student recognition programs; provide opportunities for students to participate in campus events and activities; celebrate student accomplishments; incorporate student voice into campus activities.</td><td>Principal, AP, Counselor, Teachers</td><td>Sept. 2026-May 2027</td><td></td></tr></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Expand student leadership opportunities; implement student recognition programs; provide opportunities for students to participate in campus events and activities; celebrate student accomplishments; incorporate student voice into campus activities.	Principal, AP, Counselor, Teachers	Sept. 2026-May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Expand student leadership opportunities; implement student recognition programs; provide opportunities for students to participate in campus events and activities; celebrate student accomplishments; incorporate student voice into campus activities.	Principal, AP, Counselor, Teachers	Sept. 2026-May 2027										
Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue

21



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2027, Jordan Elementary will strengthen a positive, safe, and supportive school culture by implementing consistent expectations, proactive behavior supports, and restorative responses that reduce discipline referrals from 114 to under 100 and increase positive student behavior.

Evaluation Data Sources: Discipline referral Data, Staff Survey

Strategy 1 Details					Reviews													
Strategy 1: Implement consistent campus-wide behavior expectations and positive behavior supports across classrooms and common areas. Strategy's Expected Result/Impact: Students will demonstrate increased understanding of behavioral expectations, resulting in fewer discipline incidents and more consistent positive behavior across the campus. Staff Responsible for Monitoring: APs <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Review and teach campus behavior expectations; establish common language and procedures; reinforce expectations throughout the year; use positive recognition systems; review discipline data to identify trends and areas needing additional support.</td><td>Principal, AP, Counselor, Teachers</td><td>Aug. 2026-May 2027</td><td></td></tr></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Review and teach campus behavior expectations; establish common language and procedures; reinforce expectations throughout the year; use positive recognition systems; review discipline data to identify trends and areas needing additional support.	Principal, AP, Counselor, Teachers	Aug. 2026-May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Review and teach campus behavior expectations; establish common language and procedures; reinforce expectations throughout the year; use positive recognition systems; review discipline data to identify trends and areas needing additional support.	Principal, AP, Counselor, Teachers	Aug. 2026-May 2027										
Oct	Jan	Mar	May															
								92										

Strategy 2 Details					Reviews													
Strategy 2: Use discipline and behavior data to provide targeted interventions and restorative support for students demonstrating recurring behavioral concerns. Strategy's Expected Result/Impact: Students with recurring behavioral concerns will receive timely, individualized support, resulting in improved behavior and fewer repeat discipline incidents. Staff Responsible for Monitoring: AP <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Review discipline referrals monthly; identify behavioral trends and students needing support; develop behavior intervention plans when appropriate; provide counseling/check-ins; implement restorative conversations and monitor student progress.</td><td>AP, Counselor, Teachers, Behavior Support Staff</td><td>Throughout the year</td><td></td></tr></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Review discipline referrals monthly; identify behavioral trends and students needing support; develop behavior intervention plans when appropriate; provide counseling/check-ins; implement restorative conversations and monitor student progress.	AP, Counselor, Teachers, Behavior Support Staff	Throughout the year		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Review discipline referrals monthly; identify behavioral trends and students needing support; develop behavior intervention plans when appropriate; provide counseling/check-ins; implement restorative conversations and monitor student progress.	AP, Counselor, Teachers, Behavior Support Staff	Throughout the year										
Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue

22



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 4: By May 2027, Jordan Elementary will increase meaningful family and community engagement by strengthening two-way communication, increasing family participation in campus events and learning opportunities, and developing partnerships that support student success.

Evaluation Data Sources: Family Survey, Participation and family engagement in School events.

Strategy 1 Details					Reviews													
Strategy 1: Strengthen two-way communication with families to ensure parents and caregivers are informed, welcomed, and actively involved in their child's education. Strategy's Expected Result/Impact: Families will have increased awareness of student learning, campus expectations, and available supports, resulting in stronger family-school partnerships. Staff Responsible for Monitoring: Principal <table border="1"><thead><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr></thead><tbody><tr><td>1</td><td>Establish consistent communication expectations; provide regular campus updates; communicate student progress and celebrations; provide multiple opportunities for families to provide feedback; ensure communication is accessible to all families.</td><td>Principal, AP, Teachers, Counselor</td><td>Throughout the year</td><td></td></tr></tbody></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Establish consistent communication expectations; provide regular campus updates; communicate student progress and celebrations; provide multiple opportunities for families to provide feedback; ensure communication is accessible to all families.	Principal, AP, Teachers, Counselor	Throughout the year		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Establish consistent communication expectations; provide regular campus updates; communicate student progress and celebrations; provide multiple opportunities for families to provide feedback; ensure communication is accessible to all families.	Principal, AP, Teachers, Counselor	Throughout the year										
Oct	Jan	Mar	May															
								94										

Strategy 2 Details					Reviews													
Strategy 2: Increase family participation in campus events, academic activities, and opportunities to support student learning. Strategy's Expected Result/Impact: More families will participate in campus activities and learning opportunities, strengthening the partnership between home and school and supporting student achievement. Staff Responsible for Monitoring: Principal <table border="1"><thead><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr></thead><tbody><tr><td>1</td><td>Host family engagement events; provide opportunities for families to participate in academic activities; partner with community organizations; track participation; use family feedback to improve future events and engagement opportunities.</td><td>Principal, AP, Family Engagement Coordinator, Teachers</td><td>All year</td><td></td></tr></tbody></table> ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Host family engagement events; provide opportunities for families to participate in academic activities; partner with community organizations; track participation; use family feedback to improve future events and engagement opportunities.	Principal, AP, Family Engagement Coordinator, Teachers	All year		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Host family engagement events; provide opportunities for families to participate in academic activities; partner with community organizations; track participation; use family feedback to improve future events and engagement opportunities.	Principal, AP, Family Engagement Coordinator, Teachers	All year										
Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue

25



No Progress



Accomplished



Continue/Modify



Discontinue

Ector County Independent School District

Blackshear Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



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.

Vision

“Every Bobcat grows, learns, and achieves their goals.”

Value Statement

“We value growth, respect, responsibility, safety, perseverance, and teamwork, knowing that every Bobcat has the potential to learn, grow, and succeed.”

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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

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029. 12

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029. 17

Board Goal 4: Classroom Excellence 28

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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 2027, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 25 % to 35%.

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%

Evaluation Data Sources: IReady Diagnostic Reports

Checkpoints

Read 180 and ST math for HB3 1416 students

Strategy 1 Details					Reviews													
Strategy 1: Blackshear Elementary will implement Opportunity Culture through Multi-Classroom Leaders (MCLs) who lead weekly PLCs, analyze student data, and support teachers through coaching and feedback. PLCs will focus on TEKS alignment, student work, identifying learning gaps, and planning targeted instruction. Campus leaders and MCLs will use SIBME to provide ongoing observation, feedback, and coaching aligned to campus instructional priorities. Leadership will also monitor i-Ready progress weekly, including usage, lesson completion, and lessons passed, to identify students needing additional support and ensure progress toward growth goals. Strategy's Expected Result/Impact: IReady Diagnostics increasing from BOY to EOY Checkpoints at Approaches and Meets ST math for HB3 1416 kids - completion of lessons and growth Staff Responsible for Monitoring: MCLS Principals Teachers <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Campus leadership and MCLs will conduct weekly PLCs and coaching cycles to monitor instructional effectiveness by reviewing Know/Show charts, student work samples, common assessment data, and i-Ready reports. Leaders will provide timely feedback through SIBME, identify instructional adjustments based on student performance data, and ensure teachers implement targeted interventions for students who are not demonstrating mastery of grade-level TEKS.</td><td>MCLs Principals</td><td>weekly from September - May</td><td></td></tr></table> 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 Problem Statements: Student Achievement 1 Funding Sources: Blackshear Elementary's final Title I allocation is \$141,957. The entire allocation will be used to fund Opportunity Culture. - Title One School- Improvement - \$141,957					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Campus leadership and MCLs will conduct weekly PLCs and coaching cycles to monitor instructional effectiveness by reviewing Know/Show charts, student work samples, common assessment data, and i-Ready reports. Leaders will provide timely feedback through SIBME, identify instructional adjustments based on student performance data, and ensure teachers implement targeted interventions for students who are not demonstrating mastery of grade-level TEKS.	MCLs Principals	weekly from September - May		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Campus leadership and MCLs will conduct weekly PLCs and coaching cycles to monitor instructional effectiveness by reviewing Know/Show charts, student work samples, common assessment data, and i-Ready reports. Leaders will provide timely feedback through SIBME, identify instructional adjustments based on student performance data, and ensure teachers implement targeted interventions for students who are not demonstrating mastery of grade-level TEKS.	MCLs Principals	weekly from September - May										
Oct	Jan	Mar	May															
								100										

Strategy 2 Details					Reviews													
Strategy 2: K-5 teachers will provide targeted interventions for Special Education, Emergent Bilingual, and other at-risk students through a comprehensive system of support. HB1416 students in grades 3-5 will participate in ST Math and targeted tutoring three times per week for 20-30 minutes, while all K-5 students will utilize i-Ready Math for at least 20 minutes, three times per week. All instruction will align with the ECISD Math Framework, and two math specialists will provide small-group interventions for identified 4th and 5th grade students 2-3 times per week. Strategy's Expected Result/Impact: Iready Growth BOY to MOY Checkpoints scoring at meets level Staff Responsible for Monitoring: Principals MCLs Teachers Math Specialists <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Leadership team monitor intervention implementation and student progress during weekly leadership meetings by reviewing attendance, i-Ready usage and lesson pass rates, ST Math progress, and formative assessment results to adjust instructional supports and interventions for at-risk students.</td><td>Math Specialists Teachers</td><td>September - May - weekly</td><td></td></tr></table> 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Leadership team monitor intervention implementation and student progress during weekly leadership meetings by reviewing attendance, i-Ready usage and lesson pass rates, ST Math progress, and formative assessment results to adjust instructional supports and interventions for at-risk students.	Math Specialists Teachers	September - May - weekly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Leadership team monitor intervention implementation and student progress during weekly leadership meetings by reviewing attendance, i-Ready usage and lesson pass rates, ST Math progress, and formative assessment results to adjust instructional supports and interventions for at-risk students.	Math Specialists Teachers	September - May - weekly										
Oct	Jan	Mar	May															
								101										

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Student achievement in math and reading remains below desired levels, indicating a need for stronger implementation of high-quality instruction, targeted interventions, and data-driven practices to ensure all students meet grade-level expectations. Root Cause: Instructional practices do not consistently align with the depth and complexity required at the Meets level on STAAR, limiting student exposure to higher-order thinking 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 2027, the % of students performing at the MEETS level on 3rd-5th Reading STAAR 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%, 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: Diagnostic IReady Reports

Checkpoints

Read 180 and ST for HB3 1416 students

Strategy 1 Details					Reviews													
Strategy 1: Campus leadership and Multi-Classroom Leaders (MCLs) will implement a Data-Driven Instruction process through weekly Professional Learning Communities (PLCs). PLCs will focus on internalizing TEKS through Know show charts, analyzing student work, identifying misconceptions, and developing targeted instructional responses to ensure mastery of learning objectives. Leadership and MCLs will utilize the Observation and Feedback coaching cycle in SIBME to provide teachers with ongoing support, actionable feedback, and professional growth opportunities aligned to instructional priorities. Additionally, leadership teams will monitor student progress in i-Ready on a weekly basis, including program usage minutes, lesson completion rates, and the percentage of lessons passed, to ensure students are meeting growth expectations and receiving timely interventions when needed. Strategy's Expected Result/Impact: Growth in RLA Iready Checkpoints at Approaches and Meets Staff Responsible for Monitoring: MCLs Teachers Leadership <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Campus leadership and MCLs will conduct weekly PLCs and coaching cycles to monitor instructional effectiveness by reviewing Know/Show charts, student work samples, common assessment data, and i-Ready reports. Leaders will provide timely feedback through SIBME, identify instructional adjustments based on student performance data, and ensure teachers implement targeted interventions for students who are not demonstrating mastery of grade-level TEKS.</td><td>MCLs Principals</td><td>weekly Sept. - May</td><td></td></tr></table> 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 Achievement 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Campus leadership and MCLs will conduct weekly PLCs and coaching cycles to monitor instructional effectiveness by reviewing Know/Show charts, student work samples, common assessment data, and i-Ready reports. Leaders will provide timely feedback through SIBME, identify instructional adjustments based on student performance data, and ensure teachers implement targeted interventions for students who are not demonstrating mastery of grade-level TEKS.	MCLs Principals	weekly Sept. - May		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Campus leadership and MCLs will conduct weekly PLCs and coaching cycles to monitor instructional effectiveness by reviewing Know/Show charts, student work samples, common assessment data, and i-Ready reports. Leaders will provide timely feedback through SIBME, identify instructional adjustments based on student performance data, and ensure teachers implement targeted interventions for students who are not demonstrating mastery of grade-level TEKS.	MCLs Principals	weekly Sept. - May										
Oct	Jan	Mar	May															
								103										

Strategy 2 Details					Reviews													
Strategy 2: K-5 classroom teachers will provide targeted interventions for at-risk students, with a focus on Special Education, Emergent Bilingual, and HB1416 students. Students requiring additional support will participate in Read 180, IReady RLA and targeted tutoring sessions for 20-30 minutes, three times per week. Teachers will continue personalizing instruction. Instruction will align with the ECISD ELAR Framework to ensure high-quality Tier I instruction, language development supports, and equitable access to grade-level content for all learners. 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: Teachers MCLs Principals <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Teachers will identify Special Education, Emergent Bilingual, and HB1416 students using beginning-of-year assessment data and develop intervention groups, schedules, and progress-monitoring plans during PLC meetings.</td><td>Teachers MCLs</td><td>August-Sept. 1</td><td></td></tr></table> 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					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Teachers will identify Special Education, Emergent Bilingual, and HB1416 students using beginning-of-year assessment data and develop intervention groups, schedules, and progress-monitoring plans during PLC meetings.	Teachers MCLs	August-Sept. 1		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Teachers will identify Special Education, Emergent Bilingual, and HB1416 students using beginning-of-year assessment data and develop intervention groups, schedules, and progress-monitoring plans during PLC meetings.	Teachers MCLs	August-Sept. 1										
Oct	Jan	Mar	May															
								104										

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Student achievement in math and reading remains below desired levels, indicating a need for stronger implementation of high-quality instruction, targeted interventions, and data-driven practices to ensure all students meet grade-level expectations. Root Cause: Instructional practices do not consistently align with the depth and complexity required at the Meets level on STAAR, limiting student exposure to higher-order thinking 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 3: By May of 2027, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 16% to 23 %.

Evaluation Data Sources: Checkpoint Data
PENDA reports

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: Checkpoints monitoring meets percentage PENDA usage and growth report Staff Responsible for Monitoring: MCLs Principals Teachers <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Campus leadership and MCLs will conduct weekly PLCs and SIBME coaching cycles to monitor TEKS implementation, student work, science data, and the effectiveness of targeted interventions.</td><td>Science Teachers</td><td>Sept. - May</td><td></td></tr></table> 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 Problem Statements: School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Campus leadership and MCLs will conduct weekly PLCs and SIBME coaching cycles to monitor TEKS implementation, student work, science data, and the effectiveness of targeted interventions.	Science Teachers	Sept. - May		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Campus leadership and MCLs will conduct weekly PLCs and SIBME coaching cycles to monitor TEKS implementation, student work, science data, and the effectiveness of targeted interventions.	Science Teachers	Sept. - May										
Oct	Jan	Mar	May															
				105														

Strategy 2 Details					Reviews													
Strategy 2: Teachers will utilize data from common assessments, benchmarks, and formative assessments to identify student misconceptions and provide targeted small-group interventions, tutorials, and enrichment opportunities to increase mastery and growth for all students, with a focus on students approaching the Meets level. Strategy's Expected Result/Impact: Checkpoints at Meets level PENDA data passing at 70% Staff Responsible for Monitoring: Teachers MCLs <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>5th grade science teachers and campus leadership will analyze common assessment and benchmark data during PLCs every three weeks to identify student misconceptions, plan targeted interventions, and monitor progress toward Science STAAR mastery and growth goals.</td><td>Teachers MCLS Principal</td><td>every 3 weeks</td><td></td></tr></table> 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 Problem Statements: Student Achievement 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	5th grade science teachers and campus leadership will analyze common assessment and benchmark data during PLCs every three weeks to identify student misconceptions, plan targeted interventions, and monitor progress toward Science STAAR mastery and growth goals.	Teachers MCLS Principal	every 3 weeks		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	5th grade science teachers and campus leadership will analyze common assessment and benchmark data during PLCs every three weeks to identify student misconceptions, plan targeted interventions, and monitor progress toward Science STAAR mastery and growth goals.	Teachers MCLS Principal	every 3 weeks										
Oct	Jan	Mar	May															
				106														

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Student achievement in math and reading remains below desired levels, indicating a need for stronger implementation of high-quality instruction, targeted interventions, and data-driven practices to ensure all students meet grade-level expectations. Root Cause: Instructional practices do not consistently align with the depth and complexity required at the Meets level on STAAR, limiting student exposure to higher-order thinking tasks.
School Organization
Problem Statement 1: While Blackshear Elementary has established systems for curriculum, instruction, assessment, and family engagement, inconsistencies in data-driven instructional practices, family participation, and implementation of campus systems across grade levels continue to impact organizational effectiveness and student outcomes. Root Cause: Inconsistent implementation and monitoring of campus systems, including PLC processes, data analysis protocols, staff recognition practices, and family engagement efforts, have limited the effectiveness of organizational structures designed to improve student achievement, staff retention, and stakeholder involvement.

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 meet or exceed their READING BOY score will increase by 10% in i-Ready RLA for K-3 from BOY to EOY.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, 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: Iready RLA Diagnostic and weekly usage and lessons passed reports

Strategy 1 Details					Reviews			
Strategy 1: K-3 teachers will provide data-driven small-group reading instruction based on i-Ready diagnostic results, targeting foundational literacy skills, vocabulary development, and comprehension to accelerate student growth. Strategy's Expected Result/Impact: Growth on IReady RLA Staff Responsible for Monitoring: Teachers MCLs Principals					Formative			Summative
					Oct	Jan	Mar	May
								107
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	K-3 teachers will analyze i-Ready diagnostic and lesson data during PLCs every week to form flexible small groups, plan targeted reading instruction, and monitor student progress in foundational skills, vocabulary, and comprehension.	Teachers	weekly from Sept. - May					
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: Students in grades K-3 will utilize i-Ready Reading for a minimum of 20-30 minutes, three times per week, with teachers and administrators monitoring usage, lesson completion, and pass rates to ensure students are on track to meet their growth goals. Strategy's Expected Result/Impact: IReady RLA growth Completion of lessons passed at 70% or higher Staff Responsible for Monitoring: Teachers MCLs Principals <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Teachers and administrators will review i-Ready Reading reports weekly to monitor student usage, lesson completion, and pass rates, provide interventions for students not meeting expectations, and celebrate students demonstrating growth.</td><td>Teachers</td><td>weekly Sept. - May</td><td></td></tr></table> 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					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Teachers and administrators will review i-Ready Reading reports weekly to monitor student usage, lesson completion, and pass rates, provide interventions for students not meeting expectations, and celebrate students demonstrating growth.	Teachers	weekly Sept. - May		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Teachers and administrators will review i-Ready Reading reports weekly to monitor student usage, lesson completion, and pass rates, provide interventions for students not meeting expectations, and celebrate students demonstrating growth.	Teachers	weekly Sept. - May										
Oct	Jan	Mar	May															
				108														

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Student achievement in math and reading remains below desired levels, indicating a need for stronger implementation of high-quality instruction, targeted interventions, and data-driven practices to ensure all students meet grade-level expectations. Root Cause: Instructional practices do not consistently align with the depth and complexity required at the Meets level on STAAR, limiting student exposure to higher-order thinking tasks.

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 2027, the percentage of 3rd grade students performing at the Meets Grade Level standard or above on STAAR Reading will increase from 32% to 37%, supporting the district goal of increasing Meets performance across all tested content areas from 35% to 48% by May 2029.

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 RLA

RLA Checkpoint data

Strategy 1 Details					Reviews			
Strategy 1: 3rd grade teachers will implement the ECISD ELAR Framework with fidelity, utilizing high-quality Tier I instruction, Habits of Discussion, text-dependent questions, vocabulary development, and written responses aligned to grade-level TEKS and STAAR expectations. Strategy's Expected Result/Impact: Growth IReady RLA BOY to MOY to EOY STAAR Meets growth in percentage Staff Responsible for Monitoring: Teachers MCLs Principals					Formative			Summative
					Oct	Jan	Mar	May
								109

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Campus leadership and MCLs will conduct weekly classroom observations, lesson plan reviews, and PLC data meetings to monitor implementation of the ECISD ELAR Framework, ensuring daily intervention, text-dependent questioning, vocabulary instruction, and written responses are consistently aligned to grade-level TEKS and STAAR expectations.	MCLs Principals	weekly Sept. - May	

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 - School Organization 1

Strategy 2 Details					Reviews													
Strategy 2: Teachers will use formative assessments, common assessments, and i-Ready Reading data to identify student needs and provide targeted small-group interventions, tutoring, and progress monitoring for students performing below the Meets standard, with a focus on reading comprehension and evidence-based constructed responses. Strategy's Expected Result/Impact: Growth on IReady RLA Growth on STAAR Meets percentage Staff Responsible for Monitoring: Teachers MCLs Principals <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Teachers will analyze formative, common assessment, and i-Ready Reading data during PLCs every two weeks to identify students needing additional support, adjust intervention groups, provide targeted tutoring, and monitor progress in reading comprehension and evidence-based constructed responses.</td><td>MCLs</td><td>weekly Sept. - May</td><td></td></tr></table> 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 - Curriculum, Instruction, and Assessment 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Teachers will analyze formative, common assessment, and i-Ready Reading data during PLCs every two weeks to identify students needing additional support, adjust intervention groups, provide targeted tutoring, and monitor progress in reading comprehension and evidence-based constructed responses.	MCLs	weekly Sept. - May		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Teachers will analyze formative, common assessment, and i-Ready Reading data during PLCs every two weeks to identify students needing additional support, adjust intervention groups, provide targeted tutoring, and monitor progress in reading comprehension and evidence-based constructed responses.	MCLs	weekly Sept. - May										
Oct	Jan	Mar	May															
				110														

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Student achievement in math and reading remains below desired levels, indicating a need for stronger implementation of high-quality instruction, targeted interventions, and data-driven practices to ensure all students meet grade-level expectations. Root Cause: Instructional practices do not consistently align with the depth and complexity required at the Meets level on STAAR, limiting student exposure to higher-order thinking tasks.
Curriculum, Instruction, and Assessment
Problem Statement 1: Inconsistent implementation of the K-5 math curriculum and instructional practices has resulted in gaps in rigor, TEKS alignment, and student mastery of grade-level standards. Root Cause: Daily math instruction does not consistently reflect the full depth and complexity of the Texas Essential Knowledge and Skills (TEKS), leading to gaps in student understanding, particularly in problem-solving and reasoning, and failure to implement intervention consistently.

School Organization

Problem Statement 1: While Blackshear Elementary has established systems for curriculum, instruction, assessment, and family engagement, inconsistencies in data-driven instructional practices, family participation, and implementation of campus systems across grade levels continue to impact organizational effectiveness and student outcomes. **Root Cause:** Inconsistent implementation and monitoring of campus systems, including PLC processes, data analysis protocols, staff recognition practices, and family engagement efforts, have limited the effectiveness of organizational structures designed to improve student achievement, staff retention, and stakeholder involvement.

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: 100% of students in grades 3-5 will demonstrate increased college readiness by consistently applying AVID strategies to organize, engage with, and take ownership of their learning.

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: AVID Evidence- Site team checks for binders, planners with 100% of classroom teachers implementing Improved organizational skills with decreasing teacher as the year progresses Two-way communication between school and home Staff Responsible for Monitoring: Classroom Teachers AVID Site Team					Formative			Summative
					Oct	Jan	Mar	May
								112
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Implement a weekly binder and planner check routine to monitor student organization, provide feedback, and ensure students are accurately recording assignments, important dates, and maintaining organized materials.	Teachers	Weekly August-May					
2	Model and explicitly teach organizational strategies during classroom instruction, including how to update planners daily, prioritize tasks, and maintain an organized binder system for academic success.	Teachers	Weekly August-May					
Title I: 2.52 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Family and Community Engagement 1 - School Organization 1								

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: PLC Agendas- Increased rigor of classroom instruction through AVID/WICOR strategies RLA Checkpoint Data writing proficiency Staff Responsible for Monitoring: Classroom Teachers AVID Site Team					Formative			Summative
					Oct	Jan	Mar	May
								113
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Provide a focused AVID/WICOR strategy training every nine weeks during faculty meetings or PLCs, including modeling, classroom examples, and resources teachers can immediately implement.	AVID Site Team	Every Nine Weeks August-May					
2	Conduct classroom walkthroughs and collect implementation evidence each nine weeks to monitor use of the shared AVID/WICOR strategy, provide feedback.	AVID Site Team	Every Nine Weeks August-May					
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 Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1								
 No Progress  Accomplished  Continue/Modify  Discontinue								

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Student achievement in math and reading remains below desired levels, indicating a need for stronger implementation of high-quality instruction, targeted interventions, and data-driven practices to ensure all students meet grade-level expectations. Root Cause: Instructional practices do not consistently align with the depth and complexity required at the Meets level on STAAR, limiting student exposure to higher-order thinking tasks.

Curriculum, Instruction, and Assessment

Problem Statement 1: Inconsistent implementation of the K-5 math curriculum and instructional practices has resulted in gaps in rigor, TEKS alignment, and student mastery of grade-level standards. **Root Cause:** Daily math instruction does not consistently reflect the full depth and complexity of the Texas Essential Knowledge and Skills (TEKS), leading to gaps in student understanding, particularly in problem-solving and reasoning, and failure to implement intervention consistently.

Family and Community Engagement

Problem Statement 1: Despite a student population that is 92% economically disadvantaged and predominantly Hispanic (80%) and Black (14%), the campus continues to experience low family attendance at academic school nights and other school-related events. This lack of engagement presents a barrier to building strong school-home partnerships that are critical to improving student academic outcomes. **Root Cause:** High levels of economic disadvantage, competing family responsibilities, transportation challenges, and limited awareness of the impact of family engagement on student achievement have contributed to low parent participation in academic events and school activities.

School Organization

Problem Statement 1: While Blackshear Elementary has established systems for curriculum, instruction, assessment, and family engagement, inconsistencies in data-driven instructional practices, family participation, and implementation of campus systems across grade levels continue to impact organizational effectiveness and student outcomes. **Root Cause:** Inconsistent implementation and monitoring of campus systems, including PLC processes, data analysis protocols, staff recognition practices, and family engagement efforts, have limited the effectiveness of organizational structures designed to improve student achievement, staff retention, and stakeholder involvement.

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 May 2027, School Connectedness will increase from 69% in Spring 2026 to 72% in Spring 2027, as measured by Panorama.

Evaluation Data Sources: Fall and Spring Panorama Data Reports

Strategy 1 Details					Reviews			
Strategy 1: Emergent Tree will be implemented daily for 10 minutes to ensure students learn the Core Values, and 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					Formative			Summative
					Oct	Jan	Mar	May
								115
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Monitor discipline referrals and classroom implementation monthly to identify behavior trends, celebrate positive behavior, and provide targeted reteaching or support to reduce discipline referrals by 10% and strengthen student-teacher relationships.	Principals MCLs	Aug. 2026 - May 2027					
Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1								

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 <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Monitor student participation and behavior data following Character Education lessons and use discipline and relationship data to identify areas for reteaching, reinforcement, and additional student support.</td><td>Counselor Principals</td><td>Aug. - May 2027</td><td></td></tr></table> Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Monitor student participation and behavior data following Character Education lessons and use discipline and relationship data to identify areas for reteaching, reinforcement, and additional student support.	Counselor Principals	Aug. - May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Monitor student participation and behavior data following Character Education lessons and use discipline and relationship data to identify areas for reteaching, reinforcement, and additional student support.	Counselor Principals	Aug. - May 2027										
Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue

116

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The campus serves a diverse student population composed of approximately 80% Hispanic, 15% Black, 4% White, and 1% Other. Despite efforts to create an inclusive and supportive learning environment, the school is facing challenges related to student attendance and disciplinary equity. The current average student attendance rate is 92.3%, falling short of the campus goal of 95%. Root Cause: Students may be experiencing external barriers such as transportation issues, family responsibilities, or mental health concerns that affect consistent attendance and behavior, particularly within underrepresented student populations.
School Culture and Climate
Problem Statement 1: Panorama survey data indicates a 1% decrease in Student Connectedness, suggesting that fewer students feel a strong sense of belonging, support, or positive relationships at school. This decline in perception of school climate may negatively impact student engagement, behavior, and academic performance if not addressed through intentional campus-wide efforts. Root Cause: There may be a lack of structured time or intentional activities for students to build meaningful relationships with peers and staff.

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: Student daily attendance will increase from 92.9% to 93.5%

Indicators of Success:

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

Evaluation Data Sources: Attendance - 92.9% of student daily attendance in 2026 - 2027 Goal: 93.5%

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 <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Monitor attendance daily and identify students with attendance concerns through weekly attendance reports, with staff contacting families and addressing barriers to regular attendance.</td><td>Teachers Principals</td><td>Aug. - May 2027</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Monitor attendance daily and identify students with attendance concerns through weekly attendance reports, with staff contacting families and addressing barriers to regular attendance.	Teachers Principals	Aug. - May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Monitor attendance daily and identify students with attendance concerns through weekly attendance reports, with staff contacting families and addressing barriers to regular attendance.	Teachers Principals	Aug. - May 2027										
Oct	Jan	Mar	May															
								117										

Strategy 2 Details					Reviews													
Strategy 2: Teachers will hold attendance celebrations for students with Perfect Attendance each 9 weeks. Strategy's Expected Result/Impact: Increased Attendance Rate Staff Responsible for Monitoring: Grade level Attendance Liaisons <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Monitor 9 week Attendance Identify Perfect Attendance Students</td><td>Teachers</td><td>Aug. - October</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Monitor 9 week Attendance Identify Perfect Attendance Students	Teachers	Aug. - October		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Monitor 9 week Attendance Identify Perfect Attendance Students	Teachers	Aug. - October										
Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

118

Demographics
Problem Statement 1: The campus serves a diverse student population composed of approximately 80% Hispanic, 15% Black, 4% White, and 1% Other. Despite efforts to create an inclusive and supportive learning environment, the school is facing challenges related to student attendance and disciplinary equity. The current average student attendance rate is 92.3%, falling short of the campus goal of 95%. Root Cause: Students may be experiencing external barriers such as transportation issues, family responsibilities, or mental health concerns that affect consistent attendance and behavior, particularly within underrepresented student populations.

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 2027, increase school connectedness by ensuring at least 90% of students participate in college, career, and future-readiness activities, including career awareness, student leadership opportunities, and Emergent Tree Core Value mini-lessons.

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 Data

Strategy 1 Details					Reviews													
Strategy 1: Strengthen school connectedness by creating consistent opportunities for every student to feel known, valued, supported, and connected to their school community. Through student leadership opportunities, engagement in the Four Houses, and daily Emergent Tree Core Value mini-lessons, students will build positive relationships with peers and adults, develop a sense of belonging, and see how their strengths and goals connect to their future. Strategy's Expected Result/Impact: Increase School Connectedness Score Staff Responsible for Monitoring: Principals Teachers <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Implement the Four Houses - Students placed in Houses</td><td>Principals MCLs</td><td>Sept. - Oct. 2026</td><td></td></tr></table> Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Implement the Four Houses - Students placed in Houses	Principals MCLs	Sept. - Oct. 2026		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Implement the Four Houses - Students placed in Houses	Principals MCLs	Sept. - Oct. 2026										
Oct	Jan	Mar	May															
				119														

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 4 Problem Statements:

School Culture and Climate

Problem Statement 1: Panorama survey data indicates a 1% decrease in Student Connectedness, suggesting that fewer students feel a strong sense of belonging, support, or positive relationships at school. This decline in perception of school climate may negatively impact student engagement, behavior, and academic performance if not addressed through intentional campus-wide efforts. **Root Cause:** There may be a lack of structured time or intentional activities for students to build meaningful relationships with peers and staff.

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 5: By May 2027, Blackshear Elementary will implement the Emergent Tree behavior framework with fidelity to decrease discipline referrals related to behavior by 10% from the 2025-2026 baseline through consistent teaching, modeling, and reinforcement of schoolwide behavior expectations.

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 to Monitor roll out

Strategy 1 Details					Reviews																		
Strategy 1: Implement the Emergent Tree schoolwide through daily 5-10 minute mini-lessons that explicitly teach, model, practice, and reinforce the campus core values of Respect, Responsibility, and Safety. Provide teachers with a consistent weekly lesson sequence and behavior expectations, while using walkthroughs, discipline data, and teacher feedback to monitor implementation and make adjustments as needed. Strategy's Expected Result/Impact: Decrease in Referrals Increase in School Connectedness Percent Score Staff Responsible for Monitoring: Principals MCLs <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Teach and reinforce one behavior expectation each week. Conduct classroom walkthroughs to monitor consistent implementation. Review discipline referral data during PLCs/ Campus Improvement Team meetings. Celebrate classrooms and students demonstrating the core values.</td><td>Teachers Principals</td><td>Sept. 2026- May 2027</td><td></td></tr><tr><td>2</td><td>Introduce the Emergent Tree framework and expectations to all staff. Provide teachers with weekly mini-lessons and supporting materials.</td><td>ET Team</td><td>August 2026- Sept. 2026</td><td>✓</td></tr></table> Title I: 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Teach and reinforce one behavior expectation each week. Conduct classroom walkthroughs to monitor consistent implementation. Review discipline referral data during PLCs/ Campus Improvement Team meetings. Celebrate classrooms and students demonstrating the core values.	Teachers Principals	Sept. 2026- May 2027		2	Introduce the Emergent Tree framework and expectations to all staff. Provide teachers with weekly mini-lessons and supporting materials.	ET Team	August 2026- Sept. 2026	✓	Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	Teach and reinforce one behavior expectation each week. Conduct classroom walkthroughs to monitor consistent implementation. Review discipline referral data during PLCs/ Campus Improvement Team meetings. Celebrate classrooms and students demonstrating the core values.	Teachers Principals	Sept. 2026- May 2027															
2	Introduce the Emergent Tree framework and expectations to all staff. Provide teachers with weekly mini-lessons and supporting materials.	ET Team	August 2026- Sept. 2026	✓																			
Oct	Jan	Mar	May																				
								121															



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 5 Problem Statements:

School Culture and Climate

Problem Statement 1: Panorama survey data indicates a 1% decrease in Student Connectedness, suggesting that fewer students feel a strong sense of belonging, support, or positive relationships at school. This decline in perception of school climate may negatively impact student engagement, behavior, and academic performance if not addressed through intentional campus-wide efforts. **Root Cause:** There may be a lack of structured time or intentional activities for students to build meaningful relationships with peers and staff.

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: IReady Diagnostics increasing from BOY to EOY
Checkpoints at Approaches and Meets
Read 180 and ST math for HB3 1416 kids - completion of lessons and growth

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: iReady Growth BOY to MOY Checkpoint % scoring at meets level Staff Responsible for Monitoring: Classroom Teachers Principal MCL Assistant Principal					Formative			Summative
					Oct	Jan	Mar	May
								123
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Analyze Checkpoints and benchmark assessment data during PLCs to identify student learning gaps and group students by specific TEKS/skill needs. Provide targeted small-group instruction and interventions based on identified needs, and monitor student progress regularly to adjust groups and instruction as needed.	MCLs Teachers	Sept. - Oct. 2026 ongoing					
Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1								

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: iReady Growth BOY to EOY Checkpoint % scoring at meets level Staff Responsible for Monitoring: MCLs Teachers Principals <table border="1"><thead><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr></thead><tbody><tr><td>1</td><td>Monitor implementation through PLCs and classroom walkthroughs and provide feedback to ensure teachers are consistently embedding reading, writing, and academic vocabulary into daily instruction.</td><td>Principals MCLs</td><td>Aug. - May 2027</td><td></td></tr></tbody></table> Title I: 2.51, 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 Problem Statements: Student Achievement 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Monitor implementation through PLCs and classroom walkthroughs and provide feedback to ensure teachers are consistently embedding reading, writing, and academic vocabulary into daily instruction.	Principals MCLs	Aug. - May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Monitor implementation through PLCs and classroom walkthroughs and provide feedback to ensure teachers are consistently embedding reading, writing, and academic vocabulary into daily instruction.	Principals MCLs	Aug. - May 2027										
Oct	Jan	Mar	May															
								124										

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Student achievement in math and reading remains below desired levels, indicating a need for stronger implementation of high-quality instruction, targeted interventions, and data-driven practices to ensure all students meet grade-level expectations. Root Cause: Instructional practices do not consistently align with the depth and complexity required at the Meets level on STAAR, limiting student exposure to higher-order thinking tasks.
Curriculum, Instruction, and Assessment
Problem Statement 1: Inconsistent implementation of the K-5 math curriculum and instructional practices has resulted in gaps in rigor, TEKS alignment, and student mastery of grade-level standards. Root Cause: Daily math instruction does not consistently reflect the full depth and complexity of the Texas Essential Knowledge and Skills (TEKS), leading to gaps in student understanding, particularly in problem-solving and reasoning, and failure to implement intervention consistently.

School Organization

Problem Statement 1: While Blackshear Elementary has established systems for curriculum, instruction, assessment, and family engagement, inconsistencies in data-driven instructional practices, family participation, and implementation of campus systems across grade levels continue to impact organizational effectiveness and student outcomes. **Root Cause:** Inconsistent implementation and monitoring of campus systems, including PLC processes, data analysis protocols, staff recognition practices, and family engagement efforts, have limited the effectiveness of organizational structures designed to improve student achievement, staff retention, and stakeholder involvement.

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
Sibme Walkthroughs and coaching
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 iReady Growth BOY to MOY Checkpoint monitoring Scoring at meets level Staff Responsible for Monitoring: Principals MCLs Teachers <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Provide follow-up instructional coaching for MCLs through classroom walkthroughs, feedback, and modeling to support teachers in implementing PLC learning with fidelity.</td><td>Principals</td><td>Aug. - May 2027</td><td></td></tr></table> Title I: 2.52 - 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 - Curriculum, Instruction, and Assessment 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Provide follow-up instructional coaching for MCLs through classroom walkthroughs, feedback, and modeling to support teachers in implementing PLC learning with fidelity.	Principals	Aug. - May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Provide follow-up instructional coaching for MCLs through classroom walkthroughs, feedback, and modeling to support teachers in implementing PLC learning with fidelity.	Principals	Aug. - May 2027										
Oct	Jan	Mar	May															
								126										

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 iReady Growth BOY to MOY Checkpoint monitoring Scoring at meets level Staff Responsible for Monitoring: Teachers MCLs Principals					Formative			Summative
					Oct	Jan	Mar	May
								127
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Implement the instructional coaching cycle through pre-conferences, classroom observations, feedback, and follow-up support to ensure consistent use of evidence-based instructional practices. SEE IT NAME IT DO IT	MCLs	Sept. - May 2027					
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1								
 No Progress  Accomplished  Continue/Modify  Discontinue								

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Student achievement in math and reading remains below desired levels, indicating a need for stronger implementation of high-quality instruction, targeted interventions, and data-driven practices to ensure all students meet grade-level expectations. Root Cause: Instructional practices do not consistently align with the depth and complexity required at the Meets level on STAAR, limiting student exposure to higher-order thinking tasks.
Curriculum, Instruction, and Assessment
Problem Statement 1: Inconsistent implementation of the K-5 math curriculum and instructional practices has resulted in gaps in rigor, TEKS alignment, and student mastery of grade-level standards. Root Cause: Daily math instruction does not consistently reflect the full depth and complexity of the Texas Essential Knowledge and Skills (TEKS), leading to gaps in student understanding, particularly in problem-solving and reasoning, and failure to implement intervention consistently.

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/iReady Data
Walk Throughs

Strategy 1 Details					Reviews			
Strategy 1: Integrate student-centered instructional strategies such as AVID and cooperative learning, Blended Learning, and use of technology. Strategy's Expected Result/Impact: Decrease in Number of Behavior Reports iReady Growth BOY to MOY Checkpoint scoring at meets level Engaging Lessons Staff Responsible for Monitoring: Teachers MCLs Principals					Formative			Summative
					Oct	Jan	Mar	May
								128

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Blended Learning training by Rojo	A. Rojo	Aug. 4 and Aug. 26	✓
2	AVID overview and WICOR Strategies review	Reddell	Aug. 6	✓

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
Problem Statements: School Culture and Climate 1

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 iReady Growth BOY to MOY Checkpoint scoring at meets level Engaging Lessons Staff Responsible for Monitoring: Teachers MCLs Principals					Formative			Summative
					Oct	Jan	Mar	May
								129
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Implement Habits of Discussion in daily lessons to provide structured opportunities for all students to share ideas, respond to peers, use academic language, and take ownership of their learning.	MCLs	Aug. - May 2027					
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 Problem Statements: Student Achievement 1								
 No Progress  Accomplished  Continue/Modify  Discontinue								

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Student achievement in math and reading remains below desired levels, indicating a need for stronger implementation of high-quality instruction, targeted interventions, and data-driven practices to ensure all students meet grade-level expectations. Root Cause: Instructional practices do not consistently align with the depth and complexity required at the Meets level on STAAR, limiting student exposure to higher-order thinking tasks.
School Culture and Climate
Problem Statement 1: Panorama survey data indicates a 1% decrease in Student Connectedness, suggesting that fewer students feel a strong sense of belonging, support, or positive relationships at school. This decline in perception of school climate may negatively impact student engagement, behavior, and academic performance if not addressed through intentional campus-wide efforts. Root Cause: There may be a lack of structured time or intentional activities for students to build meaningful relationships with peers and staff.

Board Goal 5: Culture of Excellence

Performance Objective 1: Establish and consistently reinforce high behavioral expectations across all grade levels, with 90% of students consistently demonstrating Safe, Respectful, and Responsible behaviors by the end of the 2026-2027 school year.

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, Emergent Tree and CHAMPS) Framework Strategy's Expected Result/Impact: Decrease in Referrals Engaged and Positive learners Staff Responsible for Monitoring: Administrators Teachers MCLs <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Emergent Tree Roll - out</td><td>Site Team</td><td>Aug. 6</td><td>✓</td></tr></table> Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Emergent Tree Roll - out	Site Team	Aug. 6	✓	Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Emergent Tree Roll - out	Site Team	Aug. 6	✓									
Oct	Jan	Mar	May															
								130										

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					Formative			Summative
					Oct	Jan	Mar	May
								131
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Implement daily Core Value mini lessons and Character Ed lesson to teach self-management, positive relationships, conflict resolution, and responsible decision-making while proactively addressing student behavior and reinforcing campus expectations.	Counselor Teachers	Aug. - May					
Title I: 2.51, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1								
 No Progress  Accomplished  Continue/Modify  Discontinue								

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Panorama survey data indicates a 1% decrease in Student Connectedness, suggesting that fewer students feel a strong sense of belonging, support, or positive relationships at school. This decline in perception of school climate may negatively impact student engagement, behavior, and academic performance if not addressed through intentional campus-wide efforts. Root Cause: There may be a lack of structured time or intentional activities for students to build meaningful relationships with peers and staff.

Board Goal 5: Culture of Excellence

Performance Objective 2: Recognize and celebrate student and staff achievements through regular school-wide and classroom-level acknowledgments, with 90% of students and staff reporting that they feel recognized and valued by the end of the 2026-2027 school year.

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, House Awards). Strategy's Expected Result/Impact: Track number of students recognized Staff and Student Feedback Staff Responsible for Monitoring: Administrators Teachers					Formative			Summative
					Oct	Jan	Mar	May
								132
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Implement consistent student recognition programs, including Student of the Month, Most Improved, Character Trait Awards, and House Awards, to celebrate positive behavior, growth, character, and student contributions to the school community.	Teachers Counselor	Sept. - May					
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1								

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 referrals and repeat behaviors Staff Responsible for Monitoring: Teachers Counselors Principals					Formative			Summative
					Oct	Jan	Mar	May
								133
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Establish classroom acknowledgment routines and expectations during the first weeks of school, including specific praise, positive shout-outs, and recognition of students demonstrating campus Core Values.	Teachers	Aug. 11-31					
2	Monitor classroom implementation through walkthroughs and PLCs, and encourage teachers to consistently recognize positive behavior, growth, effort, and student contributions each day and week.	Principals	Aug. - May					
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1								
 No Progress  Accomplished  Continue/Modify  Discontinue								

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Panorama survey data indicates a 1% decrease in Student Connectedness, suggesting that fewer students feel a strong sense of belonging, support, or positive relationships at school. This decline in perception of school climate may negatively impact student engagement, behavior, and academic performance if not addressed through intentional campus-wide efforts. Root Cause: There may be a lack of structured time or intentional activities for students to build meaningful relationships with peers and staff.

Board Goal 5: Culture of Excellence

Performance Objective 3: Increase student leadership, voice, and involvement in campus activities--including House Systems, peer mentoring, and Bobcat of the Month--to increase School Climate responses on the Panorama Survey from 54% to at least 59% by the end of the 2026-2027 school year.

Evaluation Data Sources: Panorama Survey 5% increase in ratings

Strategy 1 Details					Reviews													
Strategy 1: Expand Student Leadership Opportunities through 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 <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Designate Students to Houses</td><td>Teachers</td><td>Sept-Oct 2026</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Designate Students to Houses	Teachers	Sept-Oct 2026		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Designate Students to Houses	Teachers	Sept-Oct 2026										
Oct	Jan	Mar	May															
								134										

Strategy 2 Details					Reviews			
Strategy 2: Implement Student-Led Events and Initiatives such as House Competitions, Student led morning announcements, Spirit days, and Career Day. 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					Formative			Summative
					Oct	Jan	Mar	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Provide students with structured opportunities to plan, lead, and participate in campus events, House activities, service projects, and student voice initiatives to strengthen leadership skills, school pride, and connectedness by creating a yearly calendar.	Counselor House Leads	September 30, 2026					
Title I: 2.52, 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1								
 No Progress  Accomplished  Continue/Modify  Discontinue					135			

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: Panorama survey data indicates a 1% decrease in Student Connectedness, suggesting that fewer students feel a strong sense of belonging, support, or positive relationships at school. This decline in perception of school climate may negatively impact student engagement, behavior, and academic performance if not addressed through intentional campus-wide efforts. Root Cause: There may be a lack of structured time or intentional activities for students to build meaningful relationships with peers and staff.

Ector County Independent School District

Blanton Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



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Mission Statement

Blanton Elementary is committed to preparing all students for college and life by delivering a rigorous curriculum in a safe, supportive, nurturing, and inclusive environment.

At Blanton, we treat people with Love, respect, and Kindness to keep everyone safe.

Vision

Our vision is to develop well-rounded, confident, and responsible individuals who aspire to achieve their full potential.

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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. 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 26-27, 3rd - 5th grade students will increase the meets standards on reading from 47% to 50%

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: STAAR Interim, Checkpoint Data, iReady Diagnostics, STAAR Summative

Strategy 1 Details	Reviews			
Strategy 1: K-5 classroom teachers will target at-risk populations utilizing Read 180 for 1416 kids, small group instruction, and targeted tutoring for K-1 students three times a week for 20-30 minutes provided by a part-time tutor; 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, Principal Assistant 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 Funding Sources: - Title One School-wide - \$13,000	Formative			Summative
	Oct	Jan	Mar	May ¹³⁹

Strategy 2 Details	Reviews			
Strategy 2: The instructional coach will lead weekly PLCs, support lesson internalization, model effective instructional practices, analyze student data, and provide observation-and-feedback coaching cycles to increase instructional effectiveness and student achievement. Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: Instructional Coach Assistant Principal and Principal Title I: 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 5: Effective Instruction Problem Statements: Demographics 1 Funding Sources: - Title One School-wide - \$75,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will create student data folders to ensure students track monthly iReady Math progress and Math Checkpoint data. Teachers will conference with students to discuss data folders, track iReady lesson progress, and provide new goals a minimum of twice 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: Teachers, instructional coach, assistant principal, and 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 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 2	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The campus serves a diverse student population composed of approximately 67% Hispanic, 9% Black, 18% White, 3.5% Multi-Racial, and 2.2% Asian. Despite efforts to create an inclusive and supportive learning environment, the school faces challenges with student attendance and disciplinary equity. The current average student attendance rate is 93.6%, falling short of the campus goal of 95%. **Root Cause:** Students may be experiencing external barriers such as transportation issues, family responsibilities, or mental health concerns that affect consistent attendance and behavior, particularly within underrepresented student populations.

Student Achievement

Problem Statement 2: In 25-26, only 34% of 3rd grade students were on grade level in Math according to STAAR. **Root Cause:** Instruction has not consistently provided the level of rigor, differentiation, and targeted acceleration needed for students to progress from the Approaches performance level to the Meets and Masters performance levels. Inconsistent use of data to plan enrichment and higher-order instructional tasks has limited student growth at the upper performance levels.

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 2027, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 47% to 50%.

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%

Evaluation Data Sources: STAAR Interim, Checkpoint Data, iReady Diagnostics, STAAR Summative

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: K-5 classroom teachers will target at-risk populations utilizing Read 180 for 1416 kids, small group instruction, and targeted tutoring for K-1 students three times a week for 20-30 minutes provided by a part-time tutor; 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: 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: - Title One School-wide - \$13,000				142

Strategy 2 Details	Reviews			
Strategy 2: 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: Instructional Coach Assistant Principal & Principal Title I: 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 5: Effective Instruction Funding Sources: - Title One School-wide - \$75,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will create student data folders to ensure students track monthly iReady Math progress and Math Checkpoint data. Teachers will conference with students to discuss data folders, track iReady lesson progress, and provide new goals a minimum of twice 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: Teachers, instructional coach and 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				

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 2027, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 7% to 23%.

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

Evaluation Data Sources: Checkpoint Data, STAAR Summative

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: Teachers, instructional coach, Assistant Principal & 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 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
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				144

Strategy 2 Details	Reviews			
Strategy 2: Teachers will create student data folders to ensure students track monthly iReady progress and Checkpoint data. Teachers will conference with students to discuss data folders, track iReady lesson progress, and provide new goals a minimum of twice 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: Teachers, instructional coach, Principal, & Assistant 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
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: The instructional coach will lead weekly PLCs, support lesson internalization, model effective instructional practices, analyze student data, and provide observation-and-feedback coaching cycles to increase instructional effectiveness and student achievement Strategy's Expected Result/Impact: Teachers will see an increase in students' understanding of academic vocabulary. Students will utilize journals to connect learning to real-world science and everyday situations. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Title I: 2.51 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May
				145

Strategy 4 Details		Reviews			
Strategy 4: By the end of the 2026-2027 school year, 100% of K-5 teachers will implement interactive notebooks in reading, mathematics, and science to increase student engagement, promote active learning, and strengthen students' ability to organize, process, and apply grade-level content Strategy's Expected Result/Impact: Develop campus-wide expectations and common notebook components to ensure consistency across grade levels. Incorporate interactive notebook activities into weekly lesson plans that align with the TEKS and district curriculum. Use interactive notebooks to support vocabulary development, note-taking, problem-solving, reflection, and formative assessment Staff Responsible for Monitoring: Administration Instructional coach Title I: 2.51, 2.52 Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

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Curriculum, Instruction, and Assessment
Problem Statement 1: Inconsistent implementation of the K-5 math curriculum and instructional practices has resulted in gaps in rigor, TEKS alignment, and student mastery of grade-level standards. Root Cause: Daily math instruction does not consistently reflect the full depth and complexity of the Texas Essential Knowledge and Skills (TEKS), leading to gaps in student understanding, particularly in problem-solving and reasoning, and failure to implement intervention consistently.

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 of 2027, the % of students performing at the MEETS level on 3rd grade Reading STAAR will increase from 34% to 40%

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 Interim, Checkpoint Data, iReady Diagnostics, STAAR Summative

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: Administration Instructional coach Title I: 2.51, 2.52 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				147
Strategy 2 Details	Reviews			
Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring, focused reteach, LLI, 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: administration Instructional coach 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	Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: By the end of the 2026-2027 school year, 100% of K-5 teachers will implement interactive notebooks in reading, mathematics, and science to increase student engagement, promote active learning, and strengthen students' ability to organize, process, and apply grade-level content. Strategy's Expected Result/Impact: Develop campus-wide expectations and common notebook components to ensure consistency across grade levels. Incorporate interactive notebook activities into weekly lesson plans that align with the TEKS and district curriculum. Use interactive notebooks to support vocabulary development, note-taking, problem-solving, reflection, and formative assessment Staff Responsible for Monitoring: Adminisistration Instructional coach 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: Staff Quality, Recruitment, and Retention 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue 148					

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Although Blanton Elementary has established strong systems for supporting teachers through instructional coaching, mentoring, and staff recognition, staffing data indicates a continued need to strengthen teacher recruitment, certification, and retention efforts. Approximately 66.7% of teachers have five or fewer years of experience, and the campus employs 7 international teachers, 4 IF & 3 DOI. Root Cause: Teacher shortages have increased the campus's reliance on beginning, international, and alternatively certified teachers, creating a need for ongoing coaching, mentoring, and professional learning to ensure high-quality instruction and improve retention.
Curriculum, Instruction, and Assessment
Problem Statement 1: Inconsistent implementation of the K-5 math curriculum and instructional practices has resulted in gaps in rigor, TEKS alignment, and student mastery of grade-level standards. Root Cause: Daily math instruction does not consistently reflect the full depth and complexity of the Texas Essential Knowledge and Skills (TEKS), leading to gaps in student understanding, particularly in problem-solving and reasoning, and failure to implement intervention consistently.

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 I-Ready reading goal 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%, 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

Strategy 1 Details	Reviews			
Strategy 1: K-3 teachers will utilize i-Ready diagnostic and progress-monitoring data during PLCs to identify skill gaps, plan differentiated small-group instruction, and provide targeted reading intervention aligned to individual student needs. Strategy's Expected Result/Impact: Increased student growth in foundational literacy and comprehension skills, resulting in a higher percentage of K-3 students meeting or exceeding their i-Ready Reading growth goals. Staff Responsible for Monitoring: Administration Instructional coach K-3 Teachers. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: 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: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Reading. Increased percentage of students meeting their Reading goal in i-Ready Increased teacher instructional capacity through coaching, collaborative planning, and continuous feedback Staff Responsible for Monitoring: IC Principals 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: Demographics 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: - Title One School-wide - \$75,000		Formative			Summative
		Oct	Jan	Mar	May
					150

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The campus serves a diverse student population composed of approximately 67% Hispanic, 9% Black, 18% White, 3.5% Multi-Racial, and 2.2% Asian. Despite efforts to create an inclusive and supportive learning environment, the school faces challenges with student attendance and disciplinary equity. The current average student attendance rate is 93.6%, falling short of the campus goal of 95%. Root Cause: Students may be experiencing external barriers such as transportation issues, family responsibilities, or mental health concerns that affect consistent attendance and behavior, particularly within underrepresented student populations.
Curriculum, Instruction, and Assessment
Problem Statement 1: Inconsistent implementation of the K-5 math curriculum and instructional practices has resulted in gaps in rigor, TEKS alignment, and student mastery of grade-level standards. Root Cause: Daily math instruction does not consistently reflect the full depth and complexity of the Texas Essential Knowledge and Skills (TEKS), leading to gaps in student understanding, particularly in problem-solving and reasoning, and failure to implement intervention consistently.

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 Student Panorama data will increase from 75% to 80%.

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 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: Principal Assistant Principal Counselor Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
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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: Principal Assistant Principal Counselor Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Celebration Committee will recognize student growth or achievement using competitions, rewards such as celebrations or ceremonies. Teachers will make phone calls or send home messages, and hold student conferences. Strategy's Expected Result/Impact: Increased confidence in self and increase motivation to continue to improve Staff Responsible for Monitoring: Staff Title I: 2.51, 2.52, 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 93.6% to 95% by the end of 2026-2027 school year.

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: Campus attendance reports and district COC reports

Strategy 1 Details	Reviews			
Strategy 1: The Attendance Committee will review attendance data monthly to identify students who are at risk for chronic absenteeism and provide timely, targeted support. The committee will work closely with teachers, staff, and families to identify and address barriers to regular attendance, document interventions, and monitor student progress. Attendance trends will be reviewed at the individual, grade-level, and campus levels to ensure Blanton remains focused on reaching and maintaining the campus goal of 95% attendance. Strategy's Expected Result/Impact: At Blanton Elementary, early identification and timely intervention will help reduce chronic absenteeism, strengthen communication and partnerships with families, and improve overall student attendance. Our goal is to ensure every student has consistent access to instruction and the opportunity to be successful each day. Staff Responsible for Monitoring: Administration Counselor Attendance Committee Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
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Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: At Blanton Elementary, we will implement a schoolwide attendance recognition program that celebrates both excellent and improved attendance. Students, classrooms, and grade levels will be recognized through weekly attendance challenges, nine-week recognition, certificates, incentives, and campus celebrations. These efforts will promote consistent attendance, encourage students to make coming to school a priority, and reinforce the importance of being present, engaged, and ready to learn each day. Strategy's Expected Result/Impact: Consistent recognition, incentives, and family engagement will increase awareness of the importance of daily attendance, motivate improvement, and create a positive schoolwide culture in which students, families, and staff share responsibility for achieving the campus attendance goal. Staff Responsible for Monitoring: Administration Counselor Attendance Committee Title I: 2.51 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1				
 No Progress  Accomplished  Continue/Modify  Discontinue 154				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The campus serves a diverse student population composed of approximately 67% Hispanic, 9% Black, 18% White, 3.5% Multi-Racial, and 2.2% Asian. Despite efforts to create an inclusive and supportive learning environment, the school faces challenges with student attendance and disciplinary equity. The current average student attendance rate is 93.6%, falling short of the campus goal of 95%. Root Cause: Students may be experiencing external barriers such as transportation issues, family responsibilities, or mental health concerns that affect consistent attendance and behavior, particularly within underrepresented student populations.
School Culture and Climate
Problem Statement 1: Although Blanton Elementary has demonstrated strengths in fostering rigorous expectations, student connectedness, school safety, and staff well-being, survey data indicates opportunities to strengthen the overall school culture and climate. Student survey results show that Sense of Belonging (65%) and School Climate (59%) remain areas for improvement, indicating that not all students consistently Root Cause: Survey data suggests that inconsistencies in school climate, student belonging, and staff culture are linked to variation in how consistently systems for communication, feedback, and relationship-building are implemented across the campus. While expectations for rigor and safety are strong, opportunities exist to strengthen consistent, intentional practices that promote connection and belonging.

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 18% to 16%

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: K-5 staff will consistently implement the campuswide behavior framework (Emergent Tree) and explicitly teach, model, reinforce, and recognize positive student behaviors aligned with campus expectations: Be Safe, Be Respectful, and Be Responsible Strategy's Expected Result/Impact: Increased positive student behavior and consistent implementation of behavioral expectations, resulting in fewer office referrals and exclusionary disciplinary consequences. Staff Responsible for Monitoring: Administration Counselor Classroom Teachers Behavior Systems Team (Emergent tree) Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Family and Community Engagement 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: At Blanton Elementary, campus discipline data will be reviewed regularly to identify behavior trends, students who may need additional support, and opportunities for early intervention. Our goal is to address concerns early, build positive relationships, and provide students with the tools they need to be successful. Based on individual needs, students may receive targeted supports such as check-in/check-out, behavior goal setting, restorative conversations, counseling and support services, parent conferences, mentoring, and individualized behavior plans when appropriate. Blanton staff will work collaboratively with students and families to monitor progress, adjust interventions, and promote a safe, respectful, and supportive learning environment where every student can succeed. Strategy's Expected Result/Impact: At Blanton Elementary, we will work to reduce repeated discipline referrals and exclusionary disciplinary incidents through early identification, positive relationships, and targeted behavioral interventions. Students will receive the support they need to develop positive behaviors, strengthen their sense of belonging and connection to school, and maximize their time engaged in meaningful classroom instruction. Our goal is to create a safe, supportive environment where students can learn, grow, and succeed. Staff Responsible for Monitoring: Administration Counselor Title I: 2.51 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Family and Community Engagement 1		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The campus serves a diverse student population composed of approximately 67% Hispanic, 9% Black, 18% White, 3.5% Multi-Racial, and 2.2% Asian. Despite efforts to create an inclusive and supportive learning environment, the school faces challenges with student attendance and disciplinary equity. The current average student attendance rate is 93.6%, falling short of the campus goal of 95%. Root Cause: Students may be experiencing external barriers such as transportation issues, family responsibilities, or mental health concerns that affect consistent attendance and behavior, particularly within underrepresented student populations.
School Culture and Climate
Problem Statement 1: Although Blanton Elementary has demonstrated strengths in fostering rigorous expectations, student connectedness, school safety, and staff well-being, survey data indicates opportunities to strengthen the overall school culture and climate. Student survey results show that Sense of Belonging (65%) and School Climate (59%) remain areas for improvement, indicating that not all students consistently Root Cause: Survey data suggests that inconsistencies in school climate, student belonging, and staff culture are linked to variation in how consistently systems for communication, feedback, and relationship-building are implemented across the campus. While expectations for rigor and safety are strong, opportunities exist to strengthen consistent, intentional practices that promote connection and belonging.

Family and Community Engagement

Problem Statement 1: The campus continues to experience low family participation in academic nights, school events, PTA membership, and volunteer opportunities. This limited engagement reduces opportunities to build strong school-home partnerships that support student achievement, foster a positive campus culture, and strengthen collaboration between families and the school community. Increasing family involvement **Root Cause:** Many families face barriers to school involvement, including demanding work schedules & multiple jobs. Family engagement is limited by demanding work schedules, competing extracurricular commitments, and low participation in PTA and volunteer opportunities. Flexible engagement options and consistent communication are needed to increase family involvement and strengthen school-home partnership.

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 2027, favorable Panorama School Climate results will increase from 59% to 67% through consistent implementation of campuswide expectations, positive recognition, and relationship-building systems.

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 Celebration Committee will recognize student growth or achievement through competitions and rewards, such as celebrations or ceremonies. Teachers will make phone calls or send home messages, and hold student conferences. Strategy's Expected Result/Impact: Increased confidence in self and increased motivation to continue to improve. Staff Responsible for Monitoring: Staff Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				158
Strategy 2 Details	Reviews			
Strategy 2: Staff will initiate and document at least two positive parent/guardian contacts weekly, through a phone call, written note, or message home. Strategy's Expected Result/Impact: When staff proactively share good news with families every week, it builds trust, strengthens attendance and behavior, and creates a culture where parents feel like partners rather than just recipients of bad news. Title I: 2.53 - 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: All classrooms will demonstrate consistent integration of AVID strategies (WICOR) and structured student discourse resulting in increased academic rigor and improved student performance.

Evaluation Data Sources: Classroom walkthroughs and observations

Strategy 1 Details	Reviews			
Strategy 1: Teachers will embed at least one AVID WICOR strategy into daily lesson plans across all grade levels and content areas. Strategy's Expected Result/Impact: Students will demonstrate increased engagement, critical thinking, collaboration, and academic ownership through meaningful discussions and inquiry-based learning. Staff Responsible for Monitoring: Administration, Instructional Coach Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Facilitate weekly PLCs focused on planning rigorous lessons, analyzing student work, and sharing AVID best practices. Strategy's Expected Result/Impact: Student achievement and academic growth will improve as evidenced by gains on MAP, STAAR Interim, campus common assessments, and STAAR. Staff Responsible for Monitoring: Instructional Coach, Administration 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 Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: - Title One School- Improvement	Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Students will be exposed to academic vocabulary in all grade levels. 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: Administrators Instructional coach Title I: 2.51 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Inconsistent implementation of the K-5 math curriculum and instructional practices has resulted in gaps in rigor, TEKS alignment, and student mastery100 grade-level standards. Root Cause: Daily math instruction does not consistently reflect the full depth and complexity of the Texas Essential Knowledge and Skills (TEKS), leading to gaps in student understanding, particularly in problem-solving and reasoning, and failure to implement intervention consistently.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May of 2027, Blanton will maintain teacher retention at 85% or higher.

Evaluation Data Sources: Teacher retention data
Staffing reports
Staff feedback
Panorama survey data

Strategy 1 Details	Reviews			
	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Blanton Elementary will foster a positive, supportive, and collaborative campus culture through meaningful staff recognition, celebrations coordinated by the Celebration Committee and Sunshine Committee, team-building opportunities, open communication, and intentional opportunities for staff voice, feedback, and collaboration. Strategy's Expected Result/Impact: Increased teacher belonging, engagement, and job satisfaction, resulting in a positive campus culture and teacher retention of 85% or higher. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Title I: 2.51, 2.52 - 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 Problem Statements: School Culture and Climate 1		Formative			Summative
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 No Progress
 Accomplished
 Continue/Modify
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Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Although Blanton Elementary has demonstrated strengths in fostering rigorous expectations, student connectedness, school safety, and staff well-being, survey data indicates opportunities to strengthen the overall school culture and climate. Student survey results show that Sense of Belonging (65%) and School Climate (59%) remain areas for improvement, indicating that not all students consistently Root Cause: Survey data suggests that inconsistencies in school climate, student belonging, and staff culture are linked to variation in how consistently systems for communication, feedback, and relationship-building are implemented across the campus. While expectations for rigor and safety are strong, opportunities exist to strengthen consistent, intentional practices that promote connection and belonging.

Board Goal 5: Culture of Excellence

Performance Objective 1: 100% of classrooms will implement iLead with fidelity.

Evaluation Data Sources: Observations and check-ins

Strategy 1 Details	Reviews			
Strategy 1: 100% of staff will submit their schedule for students to receive or complete their iLead lesson weekly. Strategy's Expected Result/Impact: Students will feel more connected and develop essential life skills. Staff Responsible for Monitoring: Administrators Teachers Counselor Title I: 2.53 - 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 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 80%. Staff Responsible for Monitoring: Counselor Administrators Title I: 2.53 - 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 the end of the 2026 school year, Blanton Elementary will establish a culture of instructional excellence by effectively implementing the Emergent Tree curriculum with fidelity, increasing teacher capacity through professional learning and collaboration, and ensuring students receive engaging, rigorous, and developmentally appropriate instruction that promotes academic growth and lifelong learning

Evaluation Data Sources: Teachers will participate in Emergent Tree training and implementation support to ensure consistent instructional practices.

Strategy 1 Details	Reviews			
Strategy 1: 100 % of staff members will teach and reinforce Tier 1 expectations (Safe, Respectful, Responsible) during Emergent Tree community-building routines and classroom discussions. Strategy's Expected Result/Impact: Student climate survey results (School Climate, Sense of Belonging, Connectedness, School Safety) Staff Responsible for Monitoring: Teachers, Administration & Counselor Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
Strategy 2: 100% of the campus will use the Emergent Tree feedback board and positive recognition system to celebrate students who demonstrate both positive behaviors and campus core values. Strategy's Expected Result/Impact: Student climate survey results (School Climate, Sense of Belonging, Connectedness, School Safety) Staff Responsible for Monitoring: Teachers, Administration & Counselor Title I: 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 3: Blanton Elementary will provide meaningful opportunities for families to be actively involved in their child's learning. Students will maintain data folders to monitor academic progress and goal attainment, which will be used during parent-teacher conferences to facilitate data-driven conversations and ensure families have a clear understanding of their child's achievement, growth, and next steps for success.

Evaluation Data Sources: Parent sign-in sheets
Data folders
Volunteer sheets

Strategy 1 Details	Reviews			
Strategy 1: Host 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: Increase in parent perceptions and feeling welcome on campus Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Blanton Elementary will implement a consistent two-way communication system through ClassDojo and Focus to provide timely school-wide updates and personalized communication from teachers. The principal will send a weekly parent newsletter highlighting upcoming campus events, important dates, student achievements, and school initiatives to keep families informed and engaged Strategy's Expected Result/Impact: Parents will be more informed of student progress. Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District

Bonham Middle School

2026-2027 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 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 the meets standards on state assessments in reading will increase from 37% to 50% in the 2026 - 2027 school year.

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: Throughout the year measuring student achievement through checkpoints, benchmarks, and interims. The final data source will be STAAR in 2027.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be trained to analyze and track student data through checkpoint data to monitor student achievement and make data-informed decisions about instruction through the the PLC process. Strategy's Expected Result/Impact: Student performance will increase on all STAAR reading assessments. Staff Responsible for Monitoring: Campus administration, MCL's, DC's Title I: 2.51, 2.52 - 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 - Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Achievement 1, 4 - Staff Quality, Recruitment, and Retention 1	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 - 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 Problem Statements: Demographics 1, 2 - Student Achievement 4 - Staff Quality, Recruitment, and Retention 1, 2	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 achieving or exceeding the meets standards on state assessments in math will increase from 33% to 50% in the 2026 - 2027 school year.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, 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: Throughout the year measuring student achievement through checkpoints, benchmarks, and interims. The final data source will be STAAR in 2027.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will be trained to analyze and track student data through checkpoint data to monitor student achievement and make data-informed decisions about instruction through the the PLC process. Strategy's Expected Result/Impact: Student performance will increase on all STAAR math assessments. Staff Responsible for Monitoring: Campus administration, MCL's, DC's Title I: 2.51 - 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 - Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Achievement 1, 3 - Staff Quality, Recruitment, and Retention 1				171

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 - 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 Problem Statements: Demographics 1, 2 - Student Achievement 3 - Staff Quality, Recruitment, and Retention 1, 2	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 achieving or exceeding the meets standards on state assessments in science will increase from 37% to 50% in the 2026 - 2027 school year.

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: Throughout the year measuring student achievement through checkpoints, benchmarks, and interims. The final data source will be STAAR in 2027.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be trained to analyze and track student data through checkpoint data to monitor student achievement and make data-informed decisions about instruction through the the PLC process. Strategy's Expected Result/Impact: Student performance will increase on all STAAR science assessments. Staff Responsible for Monitoring: Campus Administration, MCL's, DC's Title I: 2.51, 2.52, 2.53 - TEA Priorities: 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 - Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Achievement 1, 5 - Staff Quality, Recruitment, and Retention 1	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 - 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 - Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Achievement 5 - Staff Quality, Recruitment, and Retention 1, 2	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 achieving or exceeding the meets standards on state assessments in social studies will increase from 10% to 30% in the 2026 - 2027 school year.

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: Throughout the year measuring student achievement through checkpoints, benchmarks, and interims. The final data source will be STAAR in 2027.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be trained to analyze and track student data through checkpoint data to monitor student achievement and make data-informed decisions about instruction through the the PLC process. Strategy's Expected Result/Impact: Student performance will increase on all STAAR science assessments. Staff Responsible for Monitoring: Campus Administration, MCL's, DC's Title I: 2.51, 2.52, 2.53 - TEA Priorities: 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, 2 - Student Achievement 1, 6 - Staff Quality, Recruitment, and Retention 1	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 - 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 - Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Achievement 6 - Staff Quality, Recruitment, and Retention 1, 2	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 91% by May 2029.

Performance Objective 1: Overall attendance rate will increase to 93% by May of 2027.

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: Attendance tracking sheet.

Strategy 1 Details	Reviews			
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: Campus Administration, APs, teachers, counselors Title I: 2.51, 2.52, 2.53 - TEA Priorities: 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 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 1: By the end of the 2026-2027 school year, Bonham Middle School will expand the reach of Multi-Classroom Leaders (MCLs) through the Opportunity Culture framework to support 100% of math and reading content teachers, thereby improving Tier 1 instructional quality and raising student academic performance across all tested subjects to meet or exceed district average STAAR performance levels.

HB3 Board Goal

Evaluation Data Sources: Data from checkpoints, benchmarks, interims, and STAAR. Student discipline referrals and reset forms. Student attendance. PLC tracking.

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: Campus Administration 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1, 2 - Student Achievement 3, 4 - Staff Quality, Recruitment, and Retention 1, 2 Funding Sources: - Title One School- Improvement - \$160,000	Formative			Summative
	Oct	Jan	Mar	May
				179

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: Campus Administration and 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 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 3, 4 - Curriculum, Instruction, and Assessment 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, Bonham Middle School will fully implement a school-wide instructional approach to behavioral strategies by explicitly teaching, modeling, and reinforcing core behavioral expectations in 100% of classrooms and common areas including hallways, restrooms, and the cafeteria through Emergent Tree.

Evaluation Data Sources: Discipline and reset referral reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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: Campus Administration and Counselors 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 Problem Statements: Demographics 1, 2 - Student Achievement 3, 4, 5, 6 - Curriculum, Instruction, and Assessment 2				181

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: Campus Administration 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 - Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Achievement 3, 4, 5, 6 - Curriculum, Instruction, and Assessment 2	Formative			Summative
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Board Goal 5: Culture of Excellence

Performance Objective 1: By May of 2027, Bonham will raise the connectedness indicator within Panorama from 65%.

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: Campus Administration 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 - Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Achievement 3, 4, 5, 6 - Curriculum, Instruction, and Assessment 2				183

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: Campus Administration and Counselors 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 - Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Achievement 3, 4, 5, 6 - Staff Quality, Recruitment, and Retention 2	Formative			Summative
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Ector County Independent School District

Bowie Middle School

2026-2027 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 2027, the percentage of students achieving or exceeding their I-Ready Reading Growth Goal will increase from 55% to 65%.

HB3 Board Goal

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%, 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: I-Ready Diagnostic Assessments (Beginning, Middle, End of Year)

I-Ready Growth Reports

I-Ready Personalized Instruction Usage Reports

District Common Assessments

Progress Monitoring Data

PLC Data Meeting Documentation

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Strategy 1 Details	Reviews			
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Strategy 1: Implement targeted intervention and acceleration groups during WIN (What I Need) time based on diagnostic and progress-monitoring data. Strategy's Expected Result/Impact: Students receive instruction aligned to their specific reading needs and demonstrate increased growth on diagnostic assessments. Increased percentage of students meeting annual growth goals and improved reading proficiency. Staff Responsible for Monitoring: Principal, Reading Teachers, Interventionists, Assistant Principals, Instructional Coach. 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 Problem Statements: Student Learning 2 - Student Achievement 1 - Curriculum, Instruction, and Assessment 2				

Strategy 2 Details		Reviews			
Strategy 2: Conduct monthly PLC data meetings to analyze reading performance and adjust instructional practices. Strategy's Expected Result/Impact: Expected Result: Teachers use data to identify skill gaps and provide timely interventions. Impact: Improved Tier I instruction and student reading achievement. Staff Responsible for Monitoring: RLA Teachers, Department Chair, Instructional Coach, Administration. Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Achievement 5 - School Processes & Programs 3 - School Organization 2		Formative			Summative
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Performance Objective 1 Problem Statements:

Student Learning	
Problem Statement 2: Reading achievement remains below the campus goal. Root Cause: Inconsistent implementation of rigorous Tier 1 literacy practices and inconsistent use of PLC data to plan targeted reading instruction and intervention.	188
School Processes & Programs	
Problem Statement 3: PLC processes have not been implemented consistently across content areas. Root Cause: PLC expectations have not been implemented with consistent fidelity or monitored systematically across all content areas.	

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 2027, the percentage of students achieving or exceeding their I-Ready Math Growth Goal will increase from 50% to 65%.

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: I-Ready Math Diagnostic Assessments

I-Ready Growth Monitoring Reports

Personalized Learning Path Reports

District Common Assessments

Unit Assessments

PLC Meeting Agendas and Data Analysis Forms

Strategy 1 Details		Reviews			
Strategy 1: Utilize I-Ready personalized learning pathways and teacher-led small group instruction to address skill gaps. Strategy's Expected Result/Impact: Expected Result: Students complete personalized lessons and demonstrate mastery of prerequisite skills. Impact: Increased math growth and readiness for grade-level content. Staff Responsible for Monitoring: Math Teachers, Interventionists, Instructional Coach, and administration. Title I: 2.51, 2.52, 2.53 - 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: Monitor and review student growth every six weeks and develop intervention plans for students not making progress. Strategy's Expected Result/Impact: Expected Result: Students receive timely support based on current performance data. Impact: Improved student growth rates and reduced learning gaps. Staff Responsible for Monitoring: Math Teachers, Assistant Principals, PLC Facilitators. Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - 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: Performance Objective 3: Reading STAAR

By May 2027, the percentage of students performing at the Meets Grade Level standard on 6th-8th Grade Reading STAAR will increase from 45% to 50%.

HB3 Board Goal

Indicators of Success:

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

- District Benchmarks
- Common Formative Assessments
- Curriculum-Based Assessments
- Progress Monitoring Data
- Intervention Rosters and Tutorial Attendance Records
- PLC Data Review Documents

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement campus-wide literacy strategies, including close reading, academic vocabulary, and writing across all content areas with the use of CFU and targeted questioning for higher-order thinking. Strategy's Expected Result/Impact: Expected Result: Students demonstrate increased comprehension and vocabulary skills. Impact: Improved Reading STAAR performance across all grade levels. Staff Responsible for Monitoring: All Teachers, TLA Department, Instructional Coach, Administration. Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - Student Achievement 1 - School Processes & Programs 2 - Curriculum, Instruction, and Assessment 2 Funding Sources: Lead Your School - Title One Instructional Continuity - \$30,000				

Strategy 2 Details		Reviews			
Strategy 2: Provide targeted tutorials and intervention based on benchmark and common assessment performance. Strategy's Expected Result/Impact: Expected Result: Students master priority TEKS and close achievement gaps. Impact: Increased percentage of students achieving Meets Grade Level. STAAR Results, Benchmark Assessments, Tutorial Attendance Logs, Progress Monitoring Data. Staff Responsible for Monitoring: Reading Teachers, Interventionists, Assistant Principals. Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 1		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Demographics	192
Problem Statement 1: Bowie Middle School serves a high-needs student population, with 84.3% of students identified as economically disadvantaged, 26.2% identified as Emergent Bilingual, and 15.2% receiving special education services. These demographic factors require differentiated instructional practices, targeted interventions, and equitable access to rigorous, grade-level learning experiences to ensure academic success. Root Cause: While targeted supports are in place, varying levels of implementation of high-quality Tier 1 instruction, academic language development, and intervention systems have limited the campus's ability to fully meet the diverse academic needs of all student groups.	
Student Learning	
Problem Statement 1: Although seven of nine STAAR-tested areas demonstrated growth, overall campus accountability performance remains below the desired level, and Bowie continues to perform below the standard necessary to achieve a higher accountability rating. Root Cause: Instructional practices are not yet consistently resulting in students demonstrating mastery at the Meets and Masters Grade Level performance standards across all content areas. Problem Statement 2: Reading achievement remains below the campus goal. Root Cause: Inconsistent implementation of rigorous Tier 1 literacy practices and inconsistent use of PLC data to plan targeted reading instruction and intervention.	
School Processes & Programs	
Problem Statement 2: 2025 and 2026 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 4: By May 2027, the percentage of students performing at the Meets Grade Level standard on 6th-8th Grade Math STAAR will increase from 40% to 55%.

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%, 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: Walkthrough Data, Common Assessments, Benchmark Results, Lesson Plans, exemplars.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide intervention tutorials and accelerated learning opportunities based on assessment data. Strategy's Expected Result/Impact: Expected Result: Students improve proficiency on readiness standards. Impact: Increased percentage of students meeting or exceeding Math STAAR expectations. Staff Responsible for Monitoring: Math Teachers, Interventionists, and Administration. Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 3 - Student Achievement 2 - Curriculum, Instruction, and Assessment 3 Funding Sources: Lead Your School - Title One Instructional Continuity - \$30,000				193
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 3: Math proficiency needs to accelerate, particularly moving students from Approaches to Meets and Meets to Masters. Root Cause: Inconsistent use of assessment data and small-group instruction to accelerate student mastery.

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: Performance Objective 5: Algebra I EOC

By May 2027, the percentage of students performing at the Meets Grade Level standard on the Algebra I EOC will increase from 89% to 95%.

HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: Common Assessments, EOC Benchmarks, PLC Documentation.

Strategy 1 Details	Reviews			
Strategy 1: Implement EOC-aligned lesson planning and common assessments focused on readiness standards and student misconceptions. Strategy's Expected Result/Impact: Expected Result: Students demonstrate mastery of Algebra I standards. Impact: Improved EOC readiness and performance. Staff Responsible for Monitoring: Algebra I Teacher, Instructional Coach, Administration. Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 3 - Student Achievement 2 - Curriculum, Instruction, and Assessment 3	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Provide targeted tutoring and intervention opportunities before school, after school, and during designated intervention periods. Strategy's Expected Result/Impact: Expected Result: Students address learning gaps and improve assessment performance. Impact: Increased percentage of students achieving Meets standard. Staff Responsible for Monitoring: Algebra I Teacher, Interventionists, and Administration. Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 5 Problem Statements:

Demographics	195
Problem Statement 1: Bowie Middle School serves a high-needs student population, with 84.3% of students identified as economically disadvantaged, 26.2% identified as Emergent Bilingual, and 15.2% receiving special education services. These demographic factors require differentiated instructional practices, targeted interventions, and equitable access to rigorous, grade-level learning experiences to ensure academic success. Root Cause: While targeted supports are in place, varying levels of implementation of high-quality Tier 1 instruction, academic language development, and intervention systems have limited the campus's ability to fully meet the diverse academic needs of all student groups.	
Student Learning	
Problem Statement 3: Math proficiency needs to accelerate, particularly moving students from Approaches to Meets and Meets to Masters. Root Cause: Inconsistent use of assessment data and small-group instruction to accelerate student mastery.	

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: Performance Objective 6: 8th Grade Science STAAR

By May 2027, the percentage of students performing at the Meets Grade Level standard on the 8th Grade Science STAAR will increase from 29% to 35%.

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%

Evaluation Data Sources: Common Assessments, Lab Reports, Benchmark Data, Walkthrough Observations, Lesson Plans, and Exemplars.

Strategy 1 Details	Reviews			
Strategy 1: Implement inquiry-based instructional practices and hands-on laboratory experiences aligned to STAAR readiness standards. Strategy's Expected Result/Impact: Expected Result: Students deepen scientific understanding through investigation and application. Impact: Increased mastery of science TEKS and STAAR performance. Staff Responsible for Monitoring: Science Teachers, Science Department Chair, Instructional Coach, and Administration. Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 4 - Student Achievement 3 - Curriculum, Instruction, and Assessment 4	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Conduct three-week assessment cycles with focused reteach and intervention plans for identified standards. Strategy's Expected Result/Impact: Expected Result: Student misconceptions are addressed promptly. Impact: Improved achievement and growth on Science STAAR. Staff Responsible for Monitoring: Science Teachers, Assistant Principal, Instructional Coach, and Principal. Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 4: 8th-grade science achievement remains below desired performance, with 29% Meets. Root Cause: Inconsistent, rigorous, standards-aligned Tier 1 Science instruction and PLC data cycles.
School Processes & Programs
Problem Statement 2: 2025 and 2026 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 2027, Bowie Middle School will increase the percentage of 8th-grade students performing at the Meets Grade Level standard on the STAAR Social Studies assessment from 5% to 15%, as measured by STAAR results, through strengthened instructional practices, high-quality PLC implementation, targeted intervention, and consistent monitoring of student mastery of readiness standards.

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%

Evaluation Data Sources: STAAR Social Studies Results

District Checkpoints and Benchmarks

Common Formative Assessments

PLC Agendas and Data Analysis Documents

Student Work Samples and DBQs

Walkthrough Data

Intervention Rosters and Progress Monitoring Reports

Strategy 1 Details	Reviews			
Strategy 1: Implement weekly document-based question (DBQ) writing opportunities and primary source analysis aligned to STAAR readiness standards in all 8th-grade Social Studies classes. Teachers will utilize common rubrics, exemplar responses, and structured academic discussions to strengthen historical thinking, evidence-based writing, and content mastery. Strategy's Expected Result/Impact: Expected Result: Students will demonstrate improved performance in historical analysis, critical thinking, and written responses. Students will increase mastery of Social Studies readiness standards and academic vocabulary. Impact: Increased percentage of students achieving the Meets Grade Level standard on the STAAR Social Studies assessment. Improved student performance on district checkpoints, common assessments, and benchmarks. Staff Responsible for Monitoring: Social Studies Teachers, Department Chair, Instructional Coach, and Administration. Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Conduct biweekly Social Studies PLC data cycles focused on readiness standards, student work analysis, and targeted intervention planning. Strategy's Expected Result/Impact: Expected Result: Students close gaps in content knowledge and application skills. Impact: Increased percentage of students achieving Meets Grade Level performance. Staff Responsible for Monitoring: Social Studies Teachers, Intervention Staff, Dept Chair, and Administration. Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy	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 91% by May 2029.

Performance Objective 1: Bowie will increase average daily attendance from 91.9% to 94% by May 2027.

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 the district truancy committee and campus Counselors, assigned AP, and teachers, who will work weekly on attendance, look at data, and make a plan to increase campus attendance. Staff Responsible for Monitoring: Assigned AP, counselors, teachers Strategy's Expected Result/Impact: Bowie will increase daily attendance from 91.9% to 94% by May 2027. 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 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Implement a campus-wide attendance incentive and recognition program that rewards individual students, homerooms, grade levels, and families for improved attendance and reduced chronic absenteeism. Utilize weekly attendance monitoring, parent communication, attendance celebrations, and targeted support plans for students identified as at-risk for chronic absenteeism. Strategy's Expected Result/Impact: Expected Result: Students and families will have increased awareness of attendance expectations and the importance of daily school attendance. Chronic absenteeism rates will decrease through early identification and intervention. Student engagement and participation in school activities will increase. Impact: Average Daily Attendance will increase from 91.9 % to 94% by May 2027. Chronic absenteeism will decrease from 30% to 25%. Increased instructional time will contribute to improved academic achievement and student success. Staff Responsible for Monitoring: Assistant Principal (Attendance) Counselors Attendance Clerk Teachers Communities In Schools (CIS) Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - 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 91% by May 2029.

Performance Objective 2: Exclusionary disciplinary infractions and disproportionality 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 the 2025/2026 to 2026/2027 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 - Targeted Support Strategy - Additional Targeted Support Strategy	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 - Targeted Support Strategy - Additional Targeted Support Strategy	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 2027, Bowie Middle School will increase the percentage of 8th-grade students accepted into choice high schools from 18% to 23%.

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: Choice School Application Data, Acceptance Letters and Enrollment Reports, Counselor Tracking Logs, Parent Meeting Attendance Records, Student Interest Surveys, and End-of-Year Choice School Acceptance Reports.

Strategy 1 Details	Reviews			
Strategy 1: Campus will utilize the 8th-grade counselor to bring awareness and opportunities 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 18% to 23% in May 2027. (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 - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details		Reviews			
Strategy 2: Bowie's new AVID Site lead will attend summer training 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 18% to 23%. (18% of our 8th graders who were accepted into a choice high school in May 2026.) Staff Responsible for Monitoring: Bowie AVID site team, admin. 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 3: Positive School Culture		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 4: Classroom Excellence

Performance Objective 1: Bowie will strive to decrease the percentage of non-certified teachers in Reading and Math from 66% to 55% by May 2027.

HB3 Board Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Non-certified teachers will meet with the Dept Chair and Principal at MOY and EOY to show progress toward certification. Strategy's Expected Result/Impact: Non-certified teachers in Reading and Math will decrease from 66% to 55% by May 2027. Staff Responsible for Monitoring: Dept Chairs and 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 - Targeted Support Strategy - Additional Targeted Support Strategy				207

Strategy 2 Details	Reviews			
Strategy 2: Bowie will work with Alt-Certification Entities and the 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 66% to 55% by May 2027. Staff Responsible for Monitoring: Dept Chairs and 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, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

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.

HB3 Board Goal

Evaluation Data Sources: Admin and Coaching walkthroughs, SIBME, T-TESS, and STAAR data 2026.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a campus-wide SIBME coaching and walkthrough system to strengthen Tier One instruction by conducting weekly instructional walkthroughs, providing timely feedback within 48 hours, facilitating reflective coaching conversations, and using walkthrough trends to drive PLC learning and professional development. Focus coaching on The Bowie Way instructional expectations, including clear learning targets, checks for understanding, aggressive monitoring, student engagement, and rigorous instructional practices, to ensure classroom excellence in every classroom. Strategy's Expected Result/Impact: 100% of teachers participate in ongoing SIBME coaching cycles and receive timely feedback. Increased implementation of high-quality Tier One instructional practices, including clear learning targets, checks for understanding, aggressive monitoring, student discourse, and formative assessment. Improved consistency of instructional expectations across all classrooms. Impact A consistent coaching and feedback cycle will build teacher capacity, improve the quality of Tier One instruction in every classroom, increase student engagement and academic rigor, and ultimately lead to higher student achievement and growth across all content areas. 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 - Targeted Support Strategy - Additional Targeted Support Strategy				209

Strategy 2 Details	Reviews			
Strategy 2: Bowie will provide Back to School high-quality professional development to the entire campus staff and support aides on productive and effective PLCs the Bowie Way. Strategy's Expected Result/Impact: Teachers and 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 - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

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 using SIBME, T-TESS, and STAAR data for 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 - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
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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 the Admin and instructional leadership team's 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: 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	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, 100% of teachers will participate in ongoing job-embedded professional learning through instructional coaching, PLC collaboration, and SIBME reflective practices to strengthen Tier One instruction and improve student achievement.

Evaluation Data Sources: SIBME Coaching and Walkthrough Reports
PLC Agendas and Artifacts
TTESS Observation Data
STAAR 2025 and 2026 Data

Strategy 1 Details	Reviews			
Strategy 1: Implement weekly SIBME coaching cycles that include classroom observations, timely feedback, teacher reflection, and individualized action steps. Use PLCs to address instructional trends identified through walkthrough data and provide targeted professional learning based on teacher needs. Strategy's Expected Result/Impact: All teachers engage in continuous coaching and reflective practice. Increased implementation of research-based instructional strategies. Improved consistency in Tier One instructional delivery. Staff Responsible for Monitoring: Instructional Leadership Team (Admin team and 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 - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Implement instructional rounds and peer observation cycles focused on high-yield instructional strategies, student engagement, and rigorous Tier I instruction. Teachers will participate in structured classroom observations followed by reflective discussions and action planning. Strategy's Expected Result/Impact: Expected Result: Teachers will increase their instructional capacity through observation, reflection, and the implementation of effective teaching practices. Impact: Improved instructional consistency across classrooms, increased student engagement, and higher levels of student achievement. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Department Chairs, 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	Formative			Summative
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Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, increase teacher effectiveness by using walkthrough and student achievement data to design and deliver differentiated job-embedded professional development that addresses campus instructional priorities.

Evaluation Data Sources: Administrative Walkthrough Data
SIBME Coaching Analytics
TTESS Evaluation Data
PLC Agendas and Attendance
Professional Development Feedback Surveys
STAAR 2025 and 2026 Results
District Checkpoint/Common Assessment Data

Strategy 1 Details		Reviews			
Strategy 1: Analyze monthly walkthrough trends, TTESS evidence, and student performance data to identify professional learning needs. Deliver targeted micro-PD sessions during PLCs and faculty meetings, followed by coaching and classroom implementation support through SIBME. Strategy's Expected Result/Impact: Professional development is directly aligned to teacher and student needs. Increased implementation of effective instructional strategies across all classrooms. Greater teacher confidence and instructional effectiveness. Staff Responsible for Monitoring: APs and 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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Develop individualized professional growth plans for teachers based on TTESS evidence, walkthrough data, student achievement results, and coaching feedback. Monitor progress quarterly through coaching conferences and goal-setting meetings. Strategy's Expected Result/Impact: Expected Result: Teachers will receive personalized support that addresses specific areas of instructional growth and professional need. Impact: Improved instructional effectiveness, increased implementation of high-yield instructional strategies, and higher student achievement on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Department Chairs, 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	Formative			Summative
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Board Goal 5: Culture of Excellence

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

HB3 Board Goal

Evaluation Data Sources: Admin and Coaching walkthroughs, TTESS, SIBME, and STAAR data 2026 and 2027.

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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
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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 the Admin and instructional leadership team's 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
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Ector County Independent School District

Burleson Early Childhood Center

2026-2027 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 Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% 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: 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: Teachers, Early Education Specialist, Administrator Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: 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 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: - Title One School-wide - \$15,000	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: 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 Title I: 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	Formative			Summative
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Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Burleson Early Education Center students demonstrate uneven growth across developmental domains, with lower gains in early writing and mathematics compared to stronger gains in early literacy skills. This indicates a need to strengthen instruction to ensure consistent growth across all Prekindergarten domains and improve overall Kindergarten readiness. Root Cause: Inconsistent mastery in early writing and mathematics is linked to limited opportunities for sustained, explicit, and repeated hands-on practice using manipulatives and multisensory strategies within daily 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: 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 Checkpoint

Strategy 1 Details	Reviews			
Strategy 1: Counting activities will be included in Daily Calendar activities, Math Small Group Activities and Independent Learning Centers. Teachers will use the Bee-Bots and the activity floor mats to assist the students in identifying numbers and counting. 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1 Funding Sources: - Title One School-wide - \$15,000	Formative			Summative
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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 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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Performance Objective 2 Problem Statements:

Student Achievement	223
Problem Statement 1: Burleson Early Education Center students demonstrate uneven growth across developmental domains, with lower gains in early writing and mathematics compared to stronger gains in early literacy skills. This indicates a need to strengthen instruction to ensure consistent growth across all Prekindergarten domains and improve overall Kindergarten readiness. Root Cause: Inconsistent mastery in early writing and mathematics is linked to limited opportunities for sustained, explicit, and repeated hands-on practice using manipulatives and multisensory strategies within daily 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 1: By the End of Year CLI assessment administration, 80% 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 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 Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
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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 Title I: 2.51 - 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: By the End of Year CLI assessment administration, 50% of students will be on track in the Pre-Reading skill of alliteration.

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, Early Education Specialist 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 Funding Sources: - Title One School-wide - \$5,000	Formative			Summative
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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 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
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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: Teachers, Early Education Specialist, 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	Formative			Summative
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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Burleson Early Education Center's average daily attendance rate is 90.4%, which is below the district goal of 95%. Root Cause: Many families do not fully understand the importance of consistent daily attendance in Prekindergarten or the significant impact that regular attendance has on children's academic, social-emotional, and 227 developmental growth.
Curriculum, Instruction, and Assessment
Problem Statement 1: Students have limited opportunities, experiences, and access to materials that support exploration, investigation, creative play, problem-solving, and prediction-making within their daily learning environment. Root Cause: For many students, Prekindergarten represents their first formal school experience, resulting in a need for intentional, structured exposure to developmentally appropriate learning experiences that build foundational academic, social, and cognitive skills.

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: Burleson student attendance will increase from 90.4% to 92.5% by the end of the 2026-2027 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			
	Formative			Summative
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Strategy 1: Every child will be assigned a meaningful classroom job that contributes to the well-being of the entire school community. Providing attendance incentives and positive attendance celebrations to recognize student attendance. 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, Guidance Apprentice, Early Education Specialist, Administrator Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1				228

Strategy 2 Details		Reviews			
Strategy 2: Provide parent education and ongoing communication focused on the importance of consistent PreK attendance through attendance workshops, parent attendance conferences, registration/parent orientation, and attendance messages through Focus and Seesaw. Strategy's Expected Result/Impact: Increased parent understanding of the importance of daily attendance will lead to stronger family engagement, more proactive attendance support, and an increase in student attendance toward the campus goal of 92.5%. Staff Responsible for Monitoring: Teacher, Guidance Apprentice, Administrator, Early Education Specialist Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Title One School-wide		Formative			Summative
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Performance Objective 1 Problem Statements:

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Demographics
Problem Statement 1: Burleson Early Education Center's average daily attendance rate is 90.4%, which is below the district goal of 95%. Root Cause: Many families do not fully understand the importance of consistent daily attendance in Prekindergarten or the significant impact that regular attendance has on children's academic, social-emotional, and developmental growth.

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, 80% 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, Early Education Specialist, and administrator 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 Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 Funding Sources: - Title One School-wide		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: 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
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No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 1: While Burleson has established a positive and nurturing school culture, continued emphasis is needed to ensure consistent engagement of all families and to strengthen attendance at campus-wide family learning events. Sustaining high levels of family participation is essential to fully supporting student development and reinforcing the home-school connection in early childhood education. **Root Cause:** Family engagement and participation are inconsistent due to varying family schedules, competing responsibilities, and differing levels of understanding regarding the impact of early childhood involvement on student academic and social-emotional success.

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, Leadership Team Title I: 2.51 - 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 Funding Sources: - Title One School-wide	Formative			Summative
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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, Leadership Team Title I: 2.51 - 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 3 Problem Statements:

School Culture and Climate
Problem Statement 1: While Burleson has established a positive and nurturing school culture, continued emphasis is needed to ensure consistent engagement of all families and to strengthen attendance at campus-wide family learning events. Sustaining high levels of family participation is essential to fully supporting student development and reinforcing the home-school connection in early childhood education. Root Cause: Family engagement and participation are inconsistent due to varying family schedules, competing responsibilities, and differing levels of understanding regarding the impact of early childhood involvement on student academic and social-emotional success.
Family and Community Engagement
Problem Statement 1: While Burleson Early Education Center provides multiple opportunities for family and community engagement, participation levels are inconsistent, limiting the ability to fully maximize family involvement in student learning and school-wide events. Root Cause: Inconsistent family participation is influenced by competing family schedules, transportation and availability challenges, and varying levels of awareness regarding the importance and impact of active engagement in early childhood education.

Board Goal 4: Classroom Excellence

Performance Objective 1: By the end of the 2026-2027 school year, 2 out of 5 Instructional Facilitators will obtain Teacher Certification.

Evaluation Data Sources: SBEC-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 participate in a monthly Campus Instructional Facilitator Academy designed to strengthen instructional knowledge, effective teaching practices, and classroom implementation. Staff Responsible for Monitoring: Instructional Facilitators will increase their instructional knowledge and instructional effectiveness, resulting in stronger classroom practices, greater consistency in instruction, and improved student learning outcomes. Title I: 2.51 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Instructional Facilitators will submit a monthly progress update documenting their advancement toward teacher certification. Strategy's Expected Result/Impact: Campus administrator and Early Education Specialist will monitor certification progress, identify needed supports, and ensure Instructional Facilitators remain on track toward earning teacher certification. Staff Responsible for Monitoring: Administrator, Early Education Specialist Title I: 2.53 - 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:

Staff Quality, Recruitment, and Retention

Problem Statement 1: While Burleson Early Education Center maintains a committed and growing staff, ongoing recruitment and retention of highly qualified early childhood educators remains a need to ensure sustained instructional consistency and long-term staffing stability. **Root Cause:** Staff turnover and recruitment challenges are influenced by a limited pipeline of certified early childhood educators and the demands of working in high-need Prekindergarten classrooms, which require extensive training, ongoing support, and sustained professional growth.

Curriculum, Instruction, and Assessment

Problem Statement 1: Students have limited opportunities, experiences, and access to materials that support exploration, investigation, creative play, problem-solving, and prediction-making within their daily learning environment. **Root Cause:** For many students, Prekindergarten represents their first formal school experience, resulting in a need for intentional, structured exposure to developmentally appropriate learning experiences that build foundational academic, social, and cognitive skills.

Board Goal 4: Classroom Excellence

Performance Objective 2: By the end of the 2026-2027 school year, Burleson Early Education Center will increase it's average daily attendance rate from 90.4% to 92.5%.

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Teachers, Clerk, Guidance Apprentice, Early Education Specialist, and Administrator will monitor student attendance weekly to identify attendance concerns early and communicate with families to provide support and encourage improved attendance. Strategy's Expected Result/Impact: Attendance concerns will be address promptly and early outreach after patterns of absences will increase student attendance. Staff Responsible for Monitoring: Teachers, Attendance Clerk, Guidance Apprentice, Early Education Specialist, Administrator Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: The campus will provide ongoing education and communication to families regarding the importance of regular PreK attendance through Parent Orientation, monthly family engagement events, newsletters, Seesaw, social media, and ongoing campus communication throughout the school year. Strategy's Expected Result/Impact: Families will develop a greater understanding of the importance of consistent PreK attendance and its impact on school readiness, academic achievement, and social-emotional development, resulting in increased family awareness and improved student attendance. Staff Responsible for Monitoring: Administrator, Early Education Specialist, Clerk, Guidance Apprentice, Teachers Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

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Demographics
Problem Statement 1: Burleson Early Education Center's average daily attendance rate is 90.4%, which is below the district goal of 95%. Root Cause: Many families do not fully understand the importance of consistent daily attendance in Prekindergarten or the significant impact that regular attendance has on children's academic, social-emotional, and developmental growth.

Board Goal 4: Classroom Excellence

Performance Objective 3: By the end of the 2026-2027 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 develop self-regulation, emotional awareness, and problem-solving skills that promote positive behavior and reduce behavioral incidents. Staff Responsible for Monitoring: Classroom Teachers, Administrator, Early Education Specialist Title I: 2.53 - 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: 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, Early Education Specialist Title I: 2.53 - 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 4: The Title I Instructional Aide will increase access and participation of students receiving special education services in the general education setting by providing the support necessary for students to participate successfully in inclusion opportunities throughout the school day.

Evaluation Data Sources: IEPs

Student logs

Strategy 1 Details		Reviews			
Strategy 1: Provide a Title I Instructional Aide to accompany and support special education students during scheduled inclusion opportunities in general education classrooms. Strategy's Expected Result/Impact: Students receiving special education services will have increased access to the general education environment and will participate in age-appropriate academic and social activities with their peers while receiving the support needed to be successful. Staff Responsible for Monitoring: Title I Instructional Aide Special Education Teacher General Education Teacher Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: Title I Instructional Aide - Title One School-wide - \$25,000		Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: The Title I Instructional Aide will collaborate with special education and general education teachers to support student transitions, participation, and engagement during inclusion activities and communicate student needs and progress to the instructional team. Strategy's Expected Result/Impact: Students will experience smoother transitions, increased engagement, and greater participation in general education activities. Collaboration among staff will ensure that appropriate supports are provided consistently and that student progress and needs are addressed. Staff Responsible for Monitoring: Title I Instructional Aide Special Education Teacher General Education Teacher 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

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Performance Objective 4 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Students have limited opportunities, experiences, and access to materials that support exploration, investigation, creative play, problem-solving, and prediction-making within their daily learning environment. Root Cause: For many students, Prekindergarten represents their first formal school experience, resulting in a need for intentional, structured exposure to developmentally appropriate learning experiences that build foundational academic, social, and cognitive skills.

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 Title I: 2.53 - 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: 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 to follow classroom routines. Staff Responsible for Monitoring: Classroom teachers Title I: 2.53 - 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: 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: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments		Formative			Summative
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 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, Early Education Specialist TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
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

Strategy 3 Details		Reviews			
Strategy 3: Enhance parent visibility and involvement by organizing family engagement events that align with instructional objectives. Ensuring we communicate to parents in both English and Spanish using translators. Strategy's Expected Result/Impact: Parent participation and engagement Staff Responsible for Monitoring: All staff members TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Title One School-wide		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: While Burleson has established a positive and nurturing school culture, continued emphasis is needed to ensure consistent engagement of all families and to strengthen attendance at campus-wide family learning events. Sustaining high levels of family participation is essential to fully supporting student development and reinforcing the home-school connection in early childhood education. Root Cause: Family engagement and participation are inconsistent due to varying family schedules, competing responsibilities, and differing levels of understanding regarding the impact of early childhood involvement on student academic and social-emotional success.
School Organization
Problem Statement 1: As a relatively new Prekindergarten campus, Burleson Early Education Center continues to experience limited community awareness regarding its identity, purpose, and role as a dedicated early childhood campus, which may impact enrollment understanding and stakeholder engagement. Root Cause: Consistent communication and long-term community familiarity have not yet been fully developed, resulting in varying levels of awareness among families and community members regarding the campus's Prekindergarten-only structure and offerings.

Ector County Independent School District

Burnet Elementary

2026-2027 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

Building Burnet's Courageous and Confident Colts

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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. 20

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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 2027, the % of 3rd - 5th grade students performing at the Meets performance level in math on the STAAR assessment will increase from 31% to 41%. Suggested campus interim targets for this objective are as follows:

31% - Baseline

33% - October

36% - January

39% - March

41% - May

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%, 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: Exit Tickets, Common formative assessments (CFAs), District Checkpoints, BOY, MOY, EOY i-Ready results, STAAR assessment

Note: Progress toward this objective will be reviewed in October, January, March, and May using district checkpoints, CFAs, i-Ready, student work, and other identified assessment data. If performance falls below the established interim target, PLC teams will identify priority standards/student groups requiring additional support and adjust Tier 1 instruction, intervention, reteaching, and progress monitoring.

Strategy 1 Details	Reviews			
Strategy 1: All teacher teams will follow the district-established Professional Learning Communities (PLC) cycles. Collaborative teams will meet a minimum of once per week. During these collaborative team meetings, teachers are expected to: - Identify and prioritize essential standards and clarify what students are expected to know and be able to do. - Develop a shared understanding of proficiency by unpacking standards, reviewing exemplars, and establishing common success criteria. - Plan and administer common formative assessments aligned to the rigor and content of the identified standards. - Analyze common formative assessment, district checkpoint, and other relevant student achievement data to identify strengths, misconceptions, and learning gaps. - Identify students who have mastered essential standards, students who require additional time and support, and students who are ready for enrichment or extension. - Develop and implement timely, targeted interventions and enrichment based on identified student needs. - Share effective instructional practices and collaboratively plan high-quality Tier 1 instruction using evidence-based strategies. - Monitor student progress following intervention or reteaching to determine whether students have achieved proficiency. - Maintain documentation of PLC discussions, data analysis, instructional decisions, intervention plans, and student progress. - Use the continuous PLC cycle of Plan - Teach - Assess - Analyze - Respond to adjust instruction and improve student - achievement. Strategy's Expected Result/Impact: Increased student achievement in math and teacher capacity through consistent implementation of the PLC cycle. Collaborative planning, analysis of student data, and timely instructional responses will strengthen Tier 1 instruction, increase consistency across classrooms, and ensure students receive targeted intervention or enrichment based on demonstrated need. Staff Responsible for Monitoring: Principal, teacher teams, instructional specialists 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1 Funding Sources: Data room supply and materials, color ink, paper, instructional supplies - Local - \$10,000, Student composition books interactive journals, chart paper, - Title One School-wide - \$4,000	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Teacher teams will systematically track student achievement data utilizing End-of-Unit Assessments, Common Formative Assessments (CFAs), district checkpoints, and i-Ready universal screeners. A campus data room will be maintained and regularly updated to monitor student progress by grade level, subject, and assessment. Students in STAAR-tested grade levels will maintain individual data folders for each tested subject to track assessment performance, establish individual learning goals, and monitor progress throughout the school year. Teachers will conduct regular student data conferences to help students understand their performance, celebrate growth, and identify areas for continued improvement. Strategy's Expected Result/Impact: Increased student achievement through systematic progress monitoring and timely response to student needs; increased teacher capacity to use multiple data sources to guide instructional decisions; and increased student ownership, goal setting, and understanding of individual academic progress. Staff Responsible for Monitoring: Principal, teacher teams, instructional specialists 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: see above - Local		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: STAAR achievement remains below state expectations, with significant numbers of students not reaching grade-level mastery, particularly in Science and Math. Root Cause: Tier 1 instruction, data-driven planning, and intervention practices have not been implemented with sufficient consistency and rigor across grade levels and content areas to ensure all students reach grade-level mastery.

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 2027, the % of 3rd - 5th grade students performing at the Meets performance level in reading on the STAAR assessment will increase from 37% to 47%. Suggested campus interim targets for this objective are as follows:

37% - Baseline
39% - October
42% - January
45% - March
47% - May

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%, 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%

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Evaluation Data Sources: Exit Tickets, Common formative assessments (CFAs), District Checkpoints, BOY, MOY, EOY i-Ready results, STAAR assessment
Progress toward this objective will be reviewed in October, January, March, and May using district checkpoints, CFAs, i-Ready, student work, and other identified assessment data. If performance falls below the established interim target, PLC teams will identify priority standards/student groups requiring additional support and adjust Tier 1 instruction, intervention, reteaching, and progress monitoring.

Strategy 1 Details	Reviews			
Strategy 1: All teacher teams will follow the district-established Professional Learning Communities (PLC) cycles. Collaborative teams will meet a minimum of once per week. During these collaborative team meetings, teachers are expected to: - Identify and prioritize essential standards and clarify what students are expected to know and be able to do. - Develop a shared understanding of proficiency by unpacking standards, reviewing exemplars, and establishing common success criteria. - Plan and administer common formative assessments aligned to the rigor and content of the identified standards. - Analyze common formative assessment, district checkpoint, and other relevant student achievement data to identify strengths, misconceptions, and learning gaps. - Identify students who have mastered essential standards, students who require additional time and support, and students who are ready for enrichment or extension. - Develop and implement timely, targeted interventions and enrichment based on identified student needs. - Share effective instructional practices and collaboratively plan high-quality Tier 1 instruction using evidence-based strategies. - Monitor student progress following intervention or reteaching to determine whether students have achieved proficiency. - Maintain documentation of PLC discussions, data analysis, instructional decisions, intervention plans, and student progress. - Use the continuous PLC cycle of Plan - Teach - Assess - Analyze - Respond to adjust instruction and improve student - achievement. Strategy's Expected Result/Impact: Increased student achievement in reading and teacher capacity through consistent implementation of the PLC cycle. Collaborative planning, analysis of student data, and timely instructional responses will strengthen Tier 1 instruction, increase consistency across classrooms, and ensure students receive targeted intervention or enrichment based on demonstrated need. Staff Responsible for Monitoring: Principal, teacher teams, instructional specialists 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 Funding Sources: Data room supplies and materials, color ink, paper, - Local - \$5,000	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Teacher teams will systematically track student achievement data utilizing End-of-Unit Assessments, Common Formative Assessments (CFAs), district checkpoints, and i-Ready universal screeners. A campus data room will be maintained and regularly updated to monitor student progress by grade level, subject, and assessment. Students in STAAR-tested grade levels will maintain individual data folders for each tested subject to track assessment performance, establish individual learning goals, and monitor progress throughout the school year. Teachers will conduct regular student data conferences to help students understand their performance, celebrate growth, and identify areas for continued improvement. Strategy's Expected Result/Impact: Increased student achievement through systematic progress monitoring and timely response to student needs; increased teacher capacity to use multiple data sources to guide instructional decisions; and increased student ownership, goal setting, and understanding of individual academic progress. Staff Responsible for Monitoring: Principal, teacher teams, instructional specialists 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: Demographics 1 Funding Sources: Student supplies and materials for data folders, color ink, paper - Title One School-wide - \$2,000		Formative			Summative
		Oct	Jan	Mar	May
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Burnet continues to demonstrate significant achievement gaps across student groups. Emergent Bilingual students showed insufficient English language proficiency growth, while overall STAAR achievement and Closing the Gaps performance remain below state expectations despite relative strength in academic growth. Root Cause: Instruction and intervention have not been consistently differentiated or monitored to ensure students in identified demographic groups, particularly Emergent Bilingual students, receive the targeted support necessary to accelerate achievement and language development.
Curriculum, Instruction, and Assessment
Problem Statement 1: Despite academic growth being a relative strength, STAAR achievement remains significantly below state expectations, indicating inconsistent implementation of rigorous Tier 1 instruction, data-driven planning, and targeted intervention. Root Cause: Tier 1 instructional practices have not been implemented with sufficient consistency and rigor across classrooms, and assessment data have not been systematically used to adjust instruction, intervention, and enrichment.

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 2027, the % of 5th grade students performing at the Meets performance level in science on the STAAR assessment will increase from 8% to 25%. Suggested campus interim targets are as follows:

8% - Baseline
13% - October
18% - January
23% - March
25% - May

HB3 Board Goal

Evaluation Data Sources: Exit Tickets, Common formative assessments (CFAs), District Checkpoints, BOY, MOY, EOY i-Ready results, STAAR assessment

Strategy 1 Details	Reviews			
Strategy 1: Burnet Elementary will strengthen Tier 1 Science instruction through consistent implementation of the district curriculum and 5E instructional model, emphasizing hands-on investigations, academic vocabulary, scientific reasoning, and frequent opportunities for students to read, write, discuss, and justify their thinking using scientific evidence. Teachers will be expected to: - Consistently implement the district Science curriculum with fidelity - Provide students with frequent hands-on experiences connected directly to the TEKS - Instruction will intentionally incorporate science vocabulary, visuals, models, demonstrations, and opportunities for students to explain their reasoning. Campus leadership and instructional support staff will monitor Science instruction through walkthroughs, lesson-plan reviews, student work, and assessment results. Strategy's Expected Result/Impact: Increased teacher capacity to deliver rigorous, standards-aligned Science instruction and increased student ability to apply scientific concepts, vocabulary, and reasoning to novel situations, resulting in improved STAAR Science performance. Staff Responsible for Monitoring: Principal, teacher teams, instructional specialists 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1 Funding Sources: Hands on science materials, - Local - \$1,000	Formative			Summative
	Oct	Jan	Mar	May
				255

Strategy 2 Details		Reviews			
Strategy 2: Burnet Elementary will implement a systematic Science spiral and intervention process in grades 3-5 to address prerequisite skill gaps and ensure students receive repeated exposure to high-leverage Science TEKS prior to fifth-grade STAAR. Strategy's Expected Result/Impact: Increased retention of essential Science concepts across grade levels, earlier identification and remediation of learning gaps, and increased student performance at the Approaches, Meets, and Masters levels on fifth-grade STAAR Science. Staff Responsible for Monitoring: Teacher teams, principal, instructional specialists Title I: 2.51, 2.53 - 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 - Results Driven Accountability Problem Statements: Student Achievement 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: STAAR achievement remains below state expectations, with significant numbers of students not reaching grade-level mastery, particularly in Science and Math. Root Cause: Tier 1 instruction, data-driven planning, and intervention practices have not been implemented with sufficient consistency and rigor across grade levels and content areas to ensure all students reach grade-level 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 % of kindergarten through 3rd grade students achieving or exceeding their i-Ready goal will increase from 45% to 60%.

Suggested campus interim targets are as follows:

45% - Baseline

48% - October

52% - January

56% - March

60% - May

HB3 Board Goal

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: Exit Tickets, Common formative assessments (CFAs), District Checkpoints, BOY, MOY, EOY i-Ready results, STAAR assessment

Progress toward this objective will be reviewed in October, January, March, and May using district checkpoints, CFAs, i-Ready, student work, and other identified assessment data. If performance falls below the established interim target, PLC teams will identify priority standards/student groups requiring additional support and adjust Tier 1 instruction, intervention, reteaching, and progress monitoring.

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Strategy 1 Details	Reviews			
Strategy 1: Burnet Elementary will strengthen K-3 Tier 1 Reading instruction through consistent implementation of district-adopted high-quality instructional materials (HQIM), supported by job-embedded coaching from the Reading Instructional Specialist. The Reading Instructional Specialist will support teachers through collaborative planning, modeling, co-teaching, classroom observations, and timely feedback. Coaching will focus on effective use of HQIM, alignment to grade-level TEKS, appropriate instructional rigor, differentiation, and evidence-based reading practices. Campus administration and the Reading Instructional Specialist will monitor implementation through walkthroughs, lesson plans, student work, and student performance data. Strategy's Expected Result/Impact: Increased teacher capacity and consistent implementation of high-quality, standards-aligned Tier 1 Reading instruction, resulting in increased numbers of K-3 students performing on or above grade level in Reading. Staff Responsible for Monitoring: Teacher teams, reading specialist, 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 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 - Results Driven Accountability Problem Statements: Demographics 1 Funding Sources: Reading Specialist - Title One School-wide - \$85,000	Formative			Summative
	Oct	Jan	Mar	May
				258

Strategy 2 Details		Reviews			
Strategy 2: K-3 collaborative teams will engage in consistent PLC cycles to analyze i-Ready, common formative assessment, end-of-unit assessment, and progress-monitoring data to identify student learning needs and provide timely intervention and enrichment. During weekly PLCs, teachers will identify essential standards, analyze student work and assessment results, group students according to identified needs, and plan targeted reteach, intervention, and enrichment using district-approved HQIM and supplemental resources. The Reading Instructional Specialist will facilitate and support PLC cycles to strengthen teachers' ability to analyze data and determine appropriate instructional responses. Student progress will be visibly tracked and monitored throughout the year using campus and classroom data-tracking systems. Teachers and students will regularly review progress toward individual reading goals, and PLC teams will use the data to determine whether instructional responses are producing the desired results. Strategy's Expected Result/Impact: Consistent use of student data to drive instructional decisions will result in earlier identification of learning gaps, timely intervention and enrichment, increased student ownership of learning, and accelerated K-3 Reading growth as measured by i-Ready. Staff Responsible for Monitoring: Teacher teams, reading instructional specialist, 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 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		Formative			Summative
		Oct	Jan	Mar	May
					259

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Burnet continues to demonstrate significant achievement gaps across student groups. Emergent Bilingual students showed insufficient English language proficiency growth, while overall STAAR achievement and Closing the Gaps performance remain below state expectations despite relative strength in academic growth. Root Cause: Instruction and intervention have not been consistently differentiated or monitored to ensure students in identified demographic groups, particularly Emergent Bilingual students, receive the targeted support necessary to accelerate achievement and language development.

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 3rd grade students performing at the Meets performance level will increase from 45% to 55%. Suggested interim targets are as follows:

45% - Baseline

47% - October

50% - January

53% - March

55% - May

HB3 Board Goal

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: Exit Tickets, Common formative assessments (CFAs), District Checkpoints, BOY, MOY, EOY i-Ready results, STAAR assessment

Progress toward this objective will be reviewed in October, January, March, and May using district checkpoints, CFAs, i-Ready, student work, and other identified assessment data. If performance falls below the established interim target, PLC teams will identify priority standards/student groups requiring additional support and adjust Tier 1 instruction, intervention, reteaching, and progress monitoring.

Strategy 1 Details	Reviews			
Strategy 1: Third-grade teachers will engage in weekly PLC cycles to identify essential standards, collaboratively plan rigorous Tier 1 instruction, develop and analyze common formative assessments, and respond to student learning through targeted reteach, intervention, and enrichment. During PLCs, teachers will analyze common formative assessments, end-of-unit assessments, checkpoints, i-Ready data, and student work to identify TEKS and individual students requiring additional support. Particular attention will be given to students performing near the Meets Grade Level standard. The Reading Instructional Specialist will support PLCs with planning, data analysis, instructional strategies, and alignment to grade-level rigor. Strategy's Expected Result/Impact: Increased consistency and rigor of Tier 1 Reading instruction and timely instructional responses will increase the percentage of students demonstrating mastery of grade-level standards and reaching Meets Grade Level or above on STAAR. Staff Responsible for Monitoring: 3rd grade team, reading instructional specialist, 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 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 - Results Driven Accountability Problem Statements: Demographics 1 - Student Achievement 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Third-grade teachers will implement a systematic student data-tracking process to monitor progress toward grade-level Reading standards and identify students requiring targeted intervention or enrichment. Teachers and the Reading Instructional Specialist will maintain and regularly review student performance data from common formative assessments, end-of-unit assessments, checkpoints, i-Ready, and other district assessments. Data will be tracked by student and standard to identify trends and determine instructional next steps. Students will also maintain individual data folders to track progress toward learning and assessment goals and increase ownership of their learning. Strategy's Expected Result/Impact: Frequent monitoring of individual student progress will allow teachers to quickly identify learning gaps, adjust instruction, provide targeted small-group support, and accelerate students from Approaches toward Meets and from Meets toward Masters. Staff Responsible for Monitoring: 3rd grade team, reading instructional specialist, 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 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 - Results Driven Accountability Problem Statements: Demographics 1		Formative			Summative
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Burnet continues to demonstrate significant achievement gaps across student groups. Emergent Bilingual students showed insufficient English language proficiency growth, while overall STAAR achievement and Closing the Gaps performance remain below state expectations despite relative strength in academic growth. Root Cause: Instruction and intervention have not been consistently differentiated or monitored to ensure students in identified demographic groups, particularly Emergent Bilingual students, receive the targeted support necessary to accelerate achievement and language development.
Student Achievement
Problem Statement 1: STAAR achievement remains below state expectations, with significant numbers of students not reaching grade-level mastery, particularly in Science and Math. Root Cause: Tier 1 instruction, data-driven planning, and intervention practices have not been implemented with sufficient consistency and rigor across grade levels and content areas to ensure all students reach grade-level 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 3: By May 2027, the percentage of Emergent Bilingual students demonstrating at least one proficiency level of annual progress on TELPAS will increase from TELPAS baseline 7% to 2027 40%.

Evaluation Data Sources: Summit K-12 beginning of the year assessment, 2026 TELPAS results

Strategy 1 Details	Reviews			
Strategy 1: Burnet Elementary will implement a systematic progress-monitoring process for Emergent Bilingual students. Teacher teams, the campus administrator, instructional specialists, and district ESL support will review TELPAS proficiency levels, Summit K-12 data, classroom performance, district assessments, and progress-monitoring data at least monthly. Teachers will use the data to identify language-development needs in listening, speaking, reading, and writing; plan differentiated linguistic supports; and provide targeted intervention when students are not demonstrating expected progress. Strategy's Expected Result/Impact: Increased English-language proficiency growth and improved academic achievement for Emergent Bilingual students through timely identification of language needs, intentional linguistic accommodations, and targeted instructional response. Staff Responsible for Monitoring: Principal, teacher teams, instructional specialists, district ESL teacher. Title I: 2.51 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Despite academic growth being a relative strength, STAAR achievement remains significantly below state expectations, indicating inconsistent implementation of rigorous Tier 1 instruction, data-driven planning, and targeted intervention. Root Cause: Tier 1 instructional practices have not been implemented with sufficient consistency and rigor across classrooms, and assessment data have not been systematically used to adjust instruction, intervention, and enrichment.

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 58% to 70%

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 results, student participation data, recognition/celebration documentation, classroom walkthroughs, student feedback, and school activity calendars..

Strategy 1 Details	Reviews			
Strategy 1: Burnet Elementary will implement consistent schoolwide practices that promote student belonging, positive relationships, and connection to the school community. Staff will intentionally build relationships with students through daily greetings, classroom community-building activities, student recognition, celebrations, and opportunities for students to participate in schoolwide activities and events. Strategy's Expected Result/Impact: Students will report an increased sense of belonging, connection, and positive relationships with adults and peers, resulting in improved School Connectedness scores on the Panorama Survey. Staff Responsible for Monitoring: Teacher teams, special area teachers, office staff, principal, Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Family and Community Engagement 1 - School Organization 1 Funding Sources: Supplies and materials for schoolwide students and staff behavioral expectations posters, supplies and materials for before, during and after school events - Local - \$2,000, - Title One School-wide - \$3,000	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Campus leadership and staff will regularly review student perception data, including Panorama Survey results and student feedback, to identify areas of need related to school connectedness. Students will be provided structured opportunities to share their perspectives through student surveys, classroom discussions, student leadership opportunities, and/or student focus groups. Campus teams will use student feedback to identify and implement actions that strengthen school culture, relationships, and student engagement. Strategy's Expected Result/Impact: Increased opportunities for student voice and responsive campus practices will strengthen students' sense of ownership, belonging, and connection to the school community, resulting in improved School Connectedness Panorama Survey results. Staff Responsible for Monitoring: Teacher teams, special area teachers, office staff, principal, TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: School Organization 1		Formative			Summative
		Oct	Jan	Mar	May

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 Accomplished
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Performance Objective 1 Problem Statements:

Family and Community Engagement
Problem Statement 1: Family engagement has been primarily event-based, with limited opportunities for families to participate in student celebrations, campus activities, and ongoing school partnerships. Root Cause: The campus has not established a systematic approach for actively engaging families as partners in student learning, recognition, and the school community.
School Organization
Problem Statement 1: Campus systems and resources have not been consistently coordinated, implemented, and monitored to ensure they result in improved student outcomes. Root Cause: Campus systems have lacked clearly defined expectations, consistent implementation, and ongoing monitoring to determine their impact on student achievement and schoolwide improvement.

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 92.5% to 95% by the end of 2026-2027 school year.

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Burnet Elementary will reestablish a campus Attendance Committee that will meet regularly to review attendance data, identify students demonstrating patterns of chronic or increasing absenteeism, and coordinate timely interventions. The committee will monitor individual, grade-level, and campus attendance trends and work collaboratively with teachers, families, counselors, and appropriate support personnel to identify barriers and develop individualized supports for students with attendance concerns. Attendance data will be reviewed at least monthly; students approaching chronic absenteeism will be identified early; families will receive positive and proactive communication before attendance becomes a significant concern; interventions and parent contacts will be documented; and grade-level trends will be shared with staff so that progress toward the 95% goal remains visible. Strategy's Expected Result/Impact: Earlier identification and intervention will reduce chronic absenteeism, strengthen family-school communication, and increase overall student attendance from 92.5% to 95%. Staff Responsible for Monitoring: Teacher teams, office staff, counselor, principal, TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: School Organization 1 Funding Sources: Attendance rewards - Local - \$1,000	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Burnet Elementary will implement a schoolwide attendance recognition and incentive system designed to motivate students and families to prioritize consistent attendance. Recognition will emphasize excellent attendance as well as improved attendance so that students who have previously struggled with attendance have opportunities to be recognized for progress. During morning assembly the class/grade level with the highest weekly attendance will get to keep the Attendance Champion trophy for week; nine-week recognition for students with excellent or significantly improved attendance will be recognized. Strategy's Expected Result/Impact: Consistent recognition, incentives, and family engagement will increase awareness of the importance of daily attendance, motivate improvement, and create a positive schoolwide culture in which students, families, and staff share responsibility for achieving the campus attendance goal. Staff Responsible for Monitoring: Teacher teams, counselor, office staff, principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: School Organization 1 Funding Sources: Rewards for students - Title One School-wide - \$1,000	Formative			Summative
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Performance Objective 2 Problem Statements:

School Organization
Problem Statement 1: Campus systems and resources have not been consistently coordinated, implemented, and monitored to ensure they result in improved student outcomes. Root Cause: Campus systems have lacked clearly defined expectations, consistent implementation, and ongoing monitoring to determine their impact on student achievement and schoolwide improvement.

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 discipline infractions will decrease from 8 to 2 by the end of 2026-2027 school year.

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 reports

Strategy 1 Details	Reviews			
Strategy 1: Burnet Elementary will implement and reinforce consistent schoolwide behavioral expectations aligned to the campus core values of Be Safe, Be Respectful, and Be Responsible. Behavioral expectations and routines will be explicitly taught, modeled, practiced, and reinforced across classrooms and common areas, including hallways, cafeteria, restrooms, morning assembly, arrival, and dismissal. Staff will utilize consistent language, positive reinforcement, and appropriate responses to student behavior. Strategy's Expected Result/Impact: Consistent expectations and proactive teaching of appropriate behaviors will increase students' understanding of behavioral expectations, reduce repeated behavior incidents, and decrease the need for exclusionary disciplinary consequences. Staff Responsible for Monitoring: Teacher teams, special area teachers, instructional specialists, counselor, principal Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: School Organization 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Campus leadership and staff will regularly review discipline and behavior data to identify students demonstrating repeated behavioral concerns and provide timely, targeted interventions before behaviors escalate to exclusionary discipline. Students requiring additional support will receive interventions based on identified needs, including check-in/check-out, behavior goal setting, restorative conversations, counseling/support services, parent conferences, mentoring, and individualized behavior plans when appropriate. Student progress will be monitored and interventions adjusted based on response. Strategy's Expected Result/Impact: Early identification and targeted behavioral supports will reduce repeated and escalating behaviors, increase students' behavioral and self-management skills, and decrease exclusionary discipline infractions from 8 to 2. Staff Responsible for Monitoring: Teacher teams, counselor, office staff, principal Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: School Organization 1		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

School Organization
Problem Statement 1: Campus systems and resources have not been consistently coordinated, implemented, and monitored to ensure they result in improved student outcomes. Root Cause: Campus systems have lacked clearly defined expectations, consistent implementation, and ongoing monitoring to determine their impact on student achievement and schoolwide improvement.

Board Goal 4: Classroom Excellence

Performance Objective 1: By the end of the 2026-2027 school year, 100% of classrooms will demonstrate implementation of campus expectations for an organized, student-centered learning environment, including clearly communicated academic and behavioral expectations, as measured through campus walkthrough data.

HB3 Board Goal

Evaluation Data Sources: Classroom environment checklist, walkthroughs, posted expectations, classroom routines/procedures, evidence of student work and learning goals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Campus Leadership Team will support the development, communication, modeling, and implementation of campuswide classroom environment expectations. CLT members will assist teachers with implementation, conduct peer support and walkthrough activities, identify areas requiring additional support, and collaborate with campus administration to promote consistency across classrooms. Strategy's Expected Result/Impact: Increased consistency in classroom organization, routines, expectations, and learning environments resulting in classrooms that are safe, structured, engaging, and conducive to student learning. Staff Responsible for Monitoring: Campus leadership team, principal 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: School Organization 1				270

Strategy 2 Details	Reviews			
Strategy 2: All teachers will implement research-based classroom environment expectations using a campus-developed classroom organization and environment checklist. Campus administrators and teacher leaders will conduct regular walkthroughs and provide timely feedback, coaching, modeling, and follow-up support based on identified needs. Strategy's Expected Result/Impact: Improved classroom environments and increased teacher capacity to establish organized, predictable, student-centered classrooms that maximize instructional time and student engagement. Staff Responsible for Monitoring: Campus 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 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
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Performance Objective 1 Problem Statements:

School Organization
Problem Statement 1: Campus systems and resources have not been consistently coordinated, implemented, and monitored to ensure they result in improved student outcomes. Root Cause: Campus systems have lacked clearly defined expectations, consistent implementation, and ongoing monitoring to determine their impact on student achievement and schoolwide improvement.

Board Goal 4: Classroom Excellence

Performance Objective 2: By the end of the 2026-2027 school year, 100% of collaborative teacher teams will implement the district-established PLC cycle with fidelity, including analysis of student learning, development and use of common formative assessments, identification of students requiring intervention or enrichment, and instructional response to data, as measured through PLC artifacts and administrative monitoring.

HB3 Board Goal

Evaluation Data Sources: PLC agendas/minutes, common formative assessments, student work, intervention/enrichment plans, data trackers, and administrator participation/monitoring. PLC fidelity will be demonstrated when required PLC artifacts document the Plan-Teach-Assess-Analyze-Respond cycle and subsequent student assessment data demonstrate increased mastery following reteaching/intervention. Teams not demonstrating fidelity or improved student response will receive additional coaching and administrative support.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Burnet Elementary will establish a Campus Leadership Team (CLT) composed of identified teacher leaders who will receive a stipend for assuming additional leadership responsibilities. CLT members will support campus administration with the communication, modeling, implementation, and monitoring of campus improvement initiatives, with an emphasis on implementation of district-established PLC cycles with fidelity. Team members will also support related campus priorities, including classroom environment expectations, student goal setting and data tracking, and schoolwide systems. The CLT will meet regularly (twice per month) to review implementation progress, identify barriers, and determine needed supports. Strategy's Expected Result/Impact: Increased teacher leadership, collective efficacy, and staff capacity will result in stronger implementation of PLC cycles and other campus improvement initiatives, increased consistency across grade levels, and improved instructional practices and student outcomes. Staff Responsible for Monitoring: Campus 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 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: - Title One School-wide - \$28,000				272

Strategy 2 Details		Reviews			
Strategy 2: Collaborative teams will participate in protected weekly PLC meetings utilizing the district-established PLC cycle to identify essential standards, develop and analyze common formative assessments, examine student work and achievement data, and plan instructional responses, interventions, and enrichment based on student needs. Strategy's Expected Result/Impact: Expected Impact: Increased instructional responsiveness, stronger Tier One instruction, timely intervention and enrichment, and improved student achievement. Staff Responsible for Monitoring: Campus 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 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 - Curriculum, Instruction, and Assessment 1 - School Organization 1		Formative			Summative
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Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: STAAR achievement remains below state expectations, with significant numbers of students not reaching grade-level mastery, particularly in Science and Math. Root Cause: Tier 1 instruction, data-driven planning, and intervention practices have not been implemented with sufficient consistency and rigor across grade levels and content areas to ensure all students reach grade-level mastery.
Curriculum, Instruction, and Assessment
Problem Statement 1: Despite academic growth being a relative strength, STAAR achievement remains significantly below state expectations, indicating inconsistent implementation of rigorous Tier 1 instruction, data-driven planning, and targeted intervention. Root Cause: Tier 1 instructional practices have not been implemented with sufficient consistency and rigor across classrooms, and assessment data have not been systematically used to adjust instruction, intervention, and enrichment.
School Organization
Problem Statement 1: Campus systems and resources have not been consistently coordinated, implemented, and monitored to ensure they result in improved student outcomes. Root Cause: Campus systems have lacked clearly defined expectations, consistent implementation, and ongoing monitoring to determine their impact on student achievement and schoolwide improvement.

Board Goal 4: Classroom Excellence

Performance Objective 3: By the end of the 2026-2027 school year, 100% of kindergarten through 5th grade students grade levels will participate in a systematic goal-setting and data-tracking process in which students establish academic goals, monitor progress, and reflect on their growth using individual student data folders.

HB3 Board Goal

Evaluation Data Sources: Student data folders, goal-setting forms, student conferences, assessment data trackers, classroom data displays, and walkthrough/student interview data. In addition to maintaining a data folder, students will be able to explain their current academic goal, identify their current level of performance, describe evidence of their progress, and identify an appropriate next step for improvement as measured through student conferences/interviews.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Campus Leadership Team will support implementation of campuswide student goal-setting and data-tracking expectations. CLT members will assist with developing common processes and tools, model effective practices, share exemplars, and monitor implementation to promote consistency across grade levels. Strategy's Expected Result/Impact: Increased teacher capacity and consistent implementation of student goal-setting and data-tracking practices across the campus. Staff Responsible for Monitoring: Campus 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 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				274

Strategy 2 Details	Reviews			
Strategy 2: Students will maintain individual data folders for tested subjects to track performance on identified assessments, establish individual academic goals, monitor progress, and reflect on their learning. Teachers will regularly conference with students regarding progress toward goals and support students in identifying actions needed for continued growth. Strategy's Expected Result/Impact: Increased student ownership of learning, understanding of individual academic performance, motivation toward established goals, and improved student achievement. Staff Responsible for Monitoring: Campus 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 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
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Board Goal 5: Culture of Excellence

Performance Objective 1: Burnet Elementary will increase parent and family engagement opportunities from 5 events during the 2025-2026 school year to at least 15 events during the 2026-2027 school year to increase family participation in school activities and student academic learning.

HB3 Board Goal

Evaluation Data Sources: Parent/family event calendar; event sign-in sheets and participation counts; parent surveys and feedback; Title I parent survey results; event flyers and communication documentation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Burnet Elementary will provide consistent opportunities for parents and families to engage with the school through academic nights, student showcases, parent workshops, family events, and other campus activities. Events will be intentionally scheduled throughout the year and communicated through multiple platforms to maximize participation. Strategy's Expected Result/Impact: Increased parent participation, stronger school-family partnerships, improved communication, and greater family understanding of how to support student achievement. Staff Responsible for Monitoring: Teacher teams, counselor, principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Family and Community Engagement 1 Funding Sources: Supplies and materials for parent involvement activities - Title One School-wide - \$4,000				276

Strategy 2 Details		Reviews			
Strategy 2: The campus will implement a consistent system of two-way communication with families that includes regular campus and classroom communication, positive parent contacts, opportunities for parent feedback, and targeted outreach to families who have historically had limited participation in campus activities. Strategy's Expected Result/Impact: Increased parent connectedness and trust, improved communication between home and school, and increased participation of families in their child's education. Staff Responsible for Monitoring: Teacher teams, counselor, principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
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 No Progress
  Accomplished
  Continue/Modify
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Performance Objective 1 Problem Statements:

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Family and Community Engagement
Problem Statement 1: Family engagement has been primarily event-based, with limited opportunities for families to participate in student celebrations, campus activities, and ongoing school partnerships. Root Cause: The campus has not established a systematic approach for actively engaging families as partners in student learning, recognition, and the school community.

Board Goal 5: Culture of Excellence

Performance Objective 2: The percentage of certified teachers at Burnet Elementary will increase from 58% to 75% by the end of the 2026-2027 school year through targeted recruitment, retention, and certification support.

HB3 Board Goal

Evaluation Data Sources: HR certification records, campus staffing rosters, teacher certification progress documentation, and beginning/end-of-year certified teacher percentages.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Burnet Elementary will identify non-certified teachers and provide individualized support toward certification, including certification pathway planning, regular progress monitoring, access to district certification resources, mentoring, and targeted professional learning to strengthen instructional practices while teachers work toward certification. A campus certification tracker will be maintained for each non-certified teacher and reviewed at least quarterly. The tracker will identify the teacher's certification pathway, certification program status, testing requirements, completed milestones, next required action, anticipated testing/completion date, and needed campus/district support. Progress will be reviewed in October, January, March, and May, and individualized support will be adjusted when a teacher is not progressing according to the established certification pathway. Strategy's Expected Result/Impact: Increased percentage of certified teachers, improved teacher capacity and instructional effectiveness, and increased retention of developing teachers. Staff Responsible for Monitoring: Principal 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 2: Strategic Staffing - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability				278

Strategy 2 Details		Reviews			
Strategy 2: Campus leadership will implement targeted recruitment and retention practices to attract and retain highly qualified and certified teachers, including early identification of staffing needs, participation in district recruitment opportunities, intentional onboarding and mentoring, recognition of staff contributions, and development of a positive professional culture that supports teacher growth and retention. Strategy's Expected Result/Impact: Increased recruitment and retention of certified teachers, reduced staff turnover, greater instructional consistency, and improved student outcomes. Staff Responsible for Monitoring: Principal, CLT 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 2: Strategic Staffing - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Staff Quality, Recruitment, and Retention 1		Formative			Summative
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Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: At least half of Burnet teachers have fewer than five years of experience and are not yet fully certified, requiring increased coaching and instructional support. Root Cause: Difficulty recruiting fully certified, experienced teachers has resulted in a high percentage of novice and alternatively certified staff requiring additional instructional support and development.

Ector County Independent School District

Cameron Dual Language Elementary

2026-2027 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. 15

 Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029. 24

 Board Goal 4: Classroom Excellence 33

 Board Goal 5: Culture of Excellence 40

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 2027, the % of students performing at the MEETS level on 3rd-6th Math STAAR will increase from 46% to 51%.

HB3 Board Goal

Evaluation Data Sources: Data sources: iReady, Checkpoints, STAAR Interims, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Implement the ECISD PLC Framework in grades 3-6 through weekly PLCs focused on unpacking priority Math TEKS, collaboratively planning rigorous Tier 1 instruction, analyzing assessment data and student work, identifying misconceptions and learning gaps, planning targeted reteaching and enrichment, and monitoring student progress toward mastery. Strategy's Expected Result/Impact: Consistent implementation of the ECISD PLC Framework will strengthen collaborative planning and data-driven instructional decision-making, resulting in more timely identification and response to student learning needs. Teachers will use evidence of student learning to adjust instruction, provide targeted reteaching and enrichment, and increase student mastery of grade-level Math TEKS, contributing to an increase in students achieving MEETS or higher on Math STAAR from 46% to 51%. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
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				283

Strategy 2 Details		Reviews			
Strategy 2: Strengthen TEKS-aligned Tier 1 Mathematics instruction in grades 3-6 through consistent implementation of the ECISD curriculum, Year-at-a-Glance, scope and sequence, EDUHUB resources, and district-approved instructional materials. Teachers will use assessment data to differentiate whole-group and small-group instruction and provide targeted support and academic challenge based on individual student needs. Strategy's Expected Result/Impact: Students will receive more consistent, rigorous, and differentiated grade-level Mathematics instruction aligned to the depth and complexity of the TEKS. Targeted whole-group and small-group instruction will address individual learning gaps while providing appropriate academic challenge, resulting in increased student growth, stronger mastery of grade-level Math standards, and an increase in the percentage of students performing at MEETS or higher on Math STAAR. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: Implement AVID/WICOR and purposeful blended-learning strategies in grades 3-6 Mathematics to increase rigor, student discourse, problem solving, critical thinking, collaboration, differentiation, and student ownership of learning. Teachers will intentionally incorporate Writing, Inquiry, Collaboration, Organization, and Reading strategies along with teacher-led, collaborative, small-group, independent, and technology-supported learning experiences. Strategy's Expected Result/Impact: Students will demonstrate increased engagement, mathematical discourse, critical thinking, problem-solving, and ownership of their learning through consistent participation in rigorous, student-centered learning experiences. AVID/WICOR and blended-learning practices will provide multiple pathways for students to process, communicate, practice, and demonstrate mathematical understanding, resulting in increased mastery of grade-level Math TEKS and improved performance on classroom, district, and state assessments. Staff Responsible for Monitoring: AVID Site Team ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1		Formative			Summative
		Oct	Jan	Mar	May
					284

Strategy 4 Details		Reviews			
Strategy 4: A Title I instructional aide will work under the direction of the Special Education Resource Teacher and collaborate with classroom teachers to provide targeted small-group and individualized instructional support, reinforce grade-level mathematics skills, and assist with the implementation of appropriate accommodations and instructional interventions for students receiving Special Education services. Strategy's Expected Result/Impact: Additional instructional support will increase opportunities for students receiving Special Education services to receive targeted, differentiated mathematics instruction and timely intervention based on individual academic needs. Increased support in inclusion and resource settings will strengthen students' access to grade-level mathematics curriculum, improve mastery of Math TEKS, and contribute to increased performance on district assessments and grades 3-6 Math STAAR, supporting the campus goal of increasing the percentage of students performing at MEETS Grade Level or Above from 46% to 51% by May 2027. Staff Responsible for Monitoring: Administrators and Special Education Resource Teacher		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, Root Cause: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.
Student Achievement
Problem Statement 1: Student achievement data indicate a need to accelerate English language development for Emergent Bilingual students. The percentage of students in grades 1-6 who improved by one or more proficiency levels on TELPAS decreased from 39% in 2024-2025 to 26% in 2025-2026, representing a 13-percentage-point decline in annual language growth. Root Cause: Emergent Bilingual students need more consistent and intentional opportunities to develop and apply academic English across the listening, speaking, reading, and writing domains during daily Tier 1 instruction. Teachers need continued support in using TELPAS data to identify students' specific language-development needs and in planning differentiated linguistic supports, academic discourse, and la
Curriculum, Instruction, and Assessment
Problem Statement 1: Despite established curriculum, assessment, PLC, and MTSS structures, student achievement data demonstrates a continued need to strengthen the consistent implementation of rigorous, differentiated Tier 1 instruction that responds to individual student needs and results in increased academic growth across content areas. Root Cause: Teachers need continued support in using assessment data and student work to translate identified learning gaps into timely instructional adjustments, differentiated small-group instruction, targeted intervention and enrichment, and purposeful reassessment. Strengthening these practices will increase the effectiveness of Tier 1 instruction and ensure students receive appropriate support and challenging 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 of 2027, the % of students performing at the MEETS level on 3rd-6th Reading STAAR will increase from 49% to 54%.

HB3 Board Goal

Evaluation Data Sources: Data sources: iReady, Checkpoints, STAAR Interims, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Implement the ECISD PLC Framework in grades 3-6 through weekly Reading PLCs focused on unpacking priority TEKS, collaboratively planning rigorous Tier 1 instruction, analyzing assessment data and student work, identifying misconceptions and learning gaps, planning targeted reteaching and enrichment, and monitoring student progress toward mastery. Strategy's Expected Result/Impact: Consistent implementation of the ECISD PLC Framework will strengthen collaborative planning and data-driven instructional decision-making in Reading. Teachers will use evidence of student learning to make timely instructional adjustments, provide targeted reteaching and enrichment, and monitor student progress, resulting in increased mastery of grade-level Reading TEKS and contributing to an increase in students achieving MEETS or higher on Reading STAAR from 49% to 54%. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
Strategy 2: Strengthen TEKS-aligned Tier 1 Reading instruction in grades 3-6 through consistent implementation of the ECISD curriculum, Year-at-a-Glance, scope and sequence, EDUHUB resources, and district-approved instructional materials. Teachers will use assessment data and student work to differentiate whole-group and small-group instruction and provide targeted support and academic challenge based on individual student needs. Strategy's Expected Result/Impact: Students will receive consistent access to rigorous, grade-level Reading instruction aligned to the depth and complexity of the TEKS. Differentiated instruction will address identified skill gaps while providing opportunities for students to engage with increasingly complex texts, demonstrate comprehension, and apply grade-level reading skills, resulting in increased student growth and improved performance on classroom, district, and state Reading assessments. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Implement AVID/WICOR strategies in grades 3-6 Reading and across content areas to strengthen reading comprehension, writing, inquiry, academic discourse, collaboration, critical thinking, and student engagement. Teachers will intentionally incorporate Writing, Inquiry, Collaboration, Organization, and Reading strategies that require students to read, analyze, discuss, write about, and demonstrate understanding of increasingly rigorous texts. Strategy's Expected Result/Impact: Students will have increased opportunities to engage deeply with grade-level texts, support responses with textual evidence, communicate their thinking through speaking and writing, and apply critical-thinking and comprehension skills across content areas. Consistent use of AVID/WICOR strategies will strengthen students' ability to independently comprehend and respond to rigorous texts, resulting in increased mastery of Reading TEKS and improved performance on Reading STAAR. Staff Responsible for Monitoring: AVID Site Team Problem Statements: Demographics 1 - Student Achievement 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 4 Details		Reviews			
Strategy 4: A Title I instructional aide will work under the direction of the Special Education Resource Teacher and collaborate with classroom teachers to provide targeted small-group and individualized instructional support, reinforce grade-level reading skills, and assist with the implementation of appropriate accommodations and instructional interventions for students receiving Special Education services. Strategy's Expected Result/Impact: Additional instructional support will increase opportunities for students receiving Special Education services to receive targeted, differentiated reading instruction and timely intervention based on individual academic needs. Increased support in inclusion and resource settings will strengthen students' access to grade-level curriculum, improve mastery of Reading TEKS, and contribute to increased performance on district assessments and grades 3-6 Reading STAAR, supporting the campus goal of increasing students performing at MEETS Grade Level or Above from 49% to 54% by May 2027. Staff Responsible for Monitoring: Administrators and Special Education Resource Teacher Problem Statements: Demographics 1 Funding Sources: Title I Full Time Aide Pay - Title One School-wide - \$33,000		Formative			Summative
		Oct	Jan	Mar	May
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Strategy 5 Details		Reviews			
Strategy 5: Grades 3-6 teachers will intentionally integrate academic language development into Reading and content-area instruction by providing structured opportunities for students to listen, speak, read, and write in the language of instruction. Teachers will incorporate academic vocabulary, structured student discourse, collaborative conversations, written responses, questioning, and appropriate linguistic supports to strengthen students' comprehension and communication of increasingly rigorous grade-level content. Strategy's Expected Result/Impact: Students will increase their ability to comprehend rigorous texts, use academic vocabulary, discuss and analyze text, support responses with evidence, and communicate understanding orally and in writing. Strengthened academic language proficiency will increase students' access to grade-level Reading TEKS and contribute to improved performance on district assessments and grades 3-6 Reading STAAR. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - 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	288
Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, Root Cause: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.	
Student Achievement	
Problem Statement 1: Student achievement data indicate a need to accelerate English language development for Emergent Bilingual students. The percentage of students in grades 1-6 who improved by one or more proficiency levels on TELPAS decreased from 39% in 2024-2025 to 26% in 2025-2026, representing a 13-percentage-point decline in annual language growth. Root Cause: Emergent Bilingual students need more consistent and intentional opportunities to develop and apply academic English across the listening, speaking, reading, and writing domains during daily Tier 1 instruction. Teachers need continued support in using TELPAS data to identify students' specific language-development needs and in planning differentiated linguistic supports, academic discourse, and la	
Curriculum, Instruction, and Assessment	
Problem Statement 1: Despite established curriculum, assessment, PLC, and MTSS structures, student achievement data demonstrates a continued need to strengthen the consistent implementation of rigorous, differentiated Tier 1 instruction that responds to individual student needs and results in increased academic growth across content areas. Root Cause: Teachers need continued support in using assessment data and student work to translate identified learning gaps into timely instructional adjustments, differentiated small-group instruction, targeted intervention and enrichment, and purposeful reassessment. Strengthening these practices will increase the effectiveness of Tier 1 instruction and ensure students receive appropriate support and challenging 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 3: By May of 2027, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 37% to 42%.

Strategy 1 Details	Reviews			
Strategy 1: Implement the ECISD PLC Framework through weekly PLCs focused on unpacking priority Science TEKS, collaboratively planning rigorous Tier 1 instruction, analyzing assessment data and student work, identifying misconceptions and learning gaps, planning targeted reteaching and enrichment, and monitoring student progress toward mastery. Strategy's Expected Result/Impact: Consistent implementation of the ECISD PLC Framework will strengthen collaborative planning and data-driven instructional decision-making in Science. Teachers will use evidence of student learning to identify gaps and misconceptions, adjust instruction, provide targeted reteaching and enrichment, and monitor progress toward mastery. These practices will increase student mastery of grade-level Science TEKS and contribute to an increase in fifth-grade students achieving MEETS Grade Level or Above on Science STAAR from 37% to 42%. Staff Responsible for Monitoring: Administrators Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				289
Strategy 2 Details	Reviews			
Strategy 2: Strengthen TEKS-aligned Tier 1 Science instruction through consistent implementation of the ECISD curriculum, Year-at-a-Glance, scope and sequence, EDUHUB resources, and district-approved instructional materials. Teachers will provide rigorous learning experiences that incorporate scientific investigation, inquiry, academic vocabulary, critical thinking, problem-solving, and opportunities for students to apply and demonstrate understanding of grade-level Science TEKS. Strategy's Expected Result/Impact: Students will receive consistent access to rigorous, grade-level Science instruction aligned to the depth and complexity of the TEKS. Increased opportunities to investigate scientific concepts, apply content knowledge, use academic vocabulary, analyze information, and demonstrate understanding will strengthen conceptual knowledge and application of Science standards, resulting in improved performance on classroom, district, and fifth-grade Science STAAR assessments. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Implement AVID/WICOR and purposeful blended-learning strategies in Science to increase student engagement, inquiry, academic discourse, collaboration, critical thinking, and ownership of learning. Teachers will intentionally incorporate Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies along with teacher-led, collaborative, small-group, independent, hands-on, and technology-supported learning experiences. Strategy's Expected Result/Impact: Students will have increased opportunities to read, write, discuss, investigate, collaborate, and think critically about scientific concepts. AVID/WICOR and blended-learning practices will provide multiple pathways for students to develop, apply, and demonstrate understanding of Science content while allowing teachers to differentiate instruction based on student needs. Consistent implementation will strengthen mastery of Science TEKS and contribute to increased performance on district assessments and fifth-grade Science STAAR. Staff Responsible for Monitoring: AVID Site Team	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, Root Cause: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.
Student Achievement
Problem Statement 1: Student achievement data indicate a need to accelerate English language development for Emergent Bilingual students. The percentage of students in grades 1-6 who improved by one or more proficiency levels on TELPAS decreased from 39% in 2024-2025 to 26% in 2025-2026, representing a 13-percentage-point decline in annual language growth. Root Cause: Emergent Bilingual students need more consistent and intentional opportunities to develop and apply academic English across the listening, speaking, reading, and writing domains during daily Tier 1 instruction. Teachers need continued support in using TELPAS data to identify students' specific language-development needs and in planning differentiated linguistic supports, academic discourse, and la
Curriculum, Instruction, and Assessment
Problem Statement 1: Despite established curriculum, assessment, PLC, and MTSS structures, student achievement data demonstrates a continued need to strengthen the consistent implementation of rigorous, differentiated Tier 1 instruction that responds to individual student needs and results in increased academic growth across content areas. Root Cause: Teachers need continued support in using assessment data and student work to translate identified learning gaps into timely instructional adjustments, differentiated small-group instruction, targeted intervention and enrichment, and purposeful reassessment. Strengthening these practices will increase the effectiveness of Tier 1 instruction and ensure students receive appropriate support and challenging 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 4: By May 2027, the percentage of 3rd-6th grade students receiving Special Education services who meet or exceed their STAAR scores will increase from 0% to 10%.

HB3 Board Goal

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%

Evaluation Data Sources: 3rd-6th STAAR Reading Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Cameron Elementary will employ a Title I-funded full-time Special Education instructional aide to provide additional instructional support for students receiving Special Education services. The aide will work under the direction of the Special Education Resource Teacher and collaborate with classroom teachers to provide targeted small-group and individualized instruction, reinforce grade-level skills, and support the implementation of appropriate accommodations, modifications, and instructional interventions in inclusion and resource settings. Strategy's Expected Result/Impact: The addition of a full-time Special Education instructional aide will increase opportunities for students receiving Special Education services to receive targeted, differentiated instruction and timely intervention based on individual academic needs. Increased support in inclusion and resource settings will strengthen students' access to grade-level curriculum, reinforce skills identified through their IEPs and assessment data, and provide more frequent opportunities for small-group and individualized instruction. These supports will contribute to increased academic growth and progress toward the campus goal of increasing the percentage of students receiving Special Education services who meet or exceed the identified STAAR performance target from 0% to 10% by May 2027. Staff Responsible for Monitoring: Administrators and Special Education Resource Teacher Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1				291

Strategy 2 Details		Reviews			
Strategy 2: General Education and Special Education teachers will collaboratively use STAAR, district assessment, classroom assessment, student work, progress-monitoring, and IEP data to identify individual academic strengths and learning gaps of students receiving Special Education services. Teachers will use the data to plan and provide rigorous, differentiated Tier 1 instruction, targeted small-group intervention, appropriate accommodations and modifications, and timely reteaching while monitoring student progress toward grade-level standards and individual academic goals. Strategy's Expected Result/Impact: Consistent analysis of student performance and progress-monitoring data will enable teachers to identify learning gaps earlier and provide more precise instructional responses based on individual student needs. Increased collaboration between General Education and Special Education staff will strengthen alignment between grade-level instruction, intervention, accommodations, modifications, and IEP goals. Students receiving Special Education services will have increased access to rigorous grade-level content and targeted academic support, resulting in increased mastery of grade-level TEKS, improved performance on district and state assessments, and progress toward increasing the percentage meeting or exceeding the identified STAAR performance target from 0% to 10% by May 2027. Staff Responsible for Monitoring: Administrators and Special Education Resource Teacher Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, Root Cause: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.
Student Achievement
Problem Statement 1: Student achievement data indicate a need to accelerate English language development for Emergent Bilingual students. The percentage of students in grades 1-6 who improved by one or more proficiency levels on TELPAS decreased from 39% in 2024-2025 to 26% in 2025-2026, representing a 13-percentage-point decline in annual language growth. Root Cause: Emergent Bilingual students need more consistent and intentional opportunities to develop and apply academic English across the listening, speaking, reading, and writing domains during daily Tier 1 instruction. Teachers need continued support in using TELPAS data to identify students' specific language-development needs and in planning differentiated linguistic supports, academic discourse, and la

Curriculum, Instruction, and Assessment

Problem Statement 1: Despite established curriculum, assessment, PLC, and MTSS structures, student achievement data demonstrates a continued need to strengthen the consistent implementation of rigorous, differentiated Tier 1 instruction that responds to individual student needs and results in increased academic growth across content areas. **Root Cause:** Teachers need continued support in using assessment data and student work to translate identified learning gaps into timely instructional adjustments, differentiated small-group instruction, targeted intervention and enrichment, and purposeful reassessment. Strengthening these practices will increase the effectiveness of Tier 1 instruction and ensure students receive appropriate support and challenging 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 1: The percentage of students K-3 achieving or exceeding their I-Ready reading goal will increase from 39% to 45%.

HB3 Board Goal

Evaluation Data Sources: Data sources: iReady

Strategy 1 Details	Reviews			
Strategy 1: K-3 teachers will use i-Ready Reading diagnostic and progress-monitoring data, along with classroom assessments, student work, and teacher observations, to identify individual student strengths and learning gaps and provide targeted, differentiated reading instruction. Teachers will monitor student participation, lesson completion, lesson success, and progress toward personalized i-Ready growth goals. i-Ready instructional resources will be used to supplement, not replace, teacher-led Tier 1 and intervention instruction. Strategy's Expected Result/Impact: Consistent use of i-Ready data will allow teachers to identify reading skill gaps earlier, provide targeted instruction based on individual student needs, and monitor whether students are responding to intervention. Increased opportunities for differentiated, teacher-led instruction and purposeful i-Ready practice will accelerate reading growth and contribute to an increase in K-3 students achieving or exceeding their i-Ready Reading growth goal from 39% to 45% by May 2027. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				294
Strategy 2 Details	Reviews			
Strategy 2: Implement the ECISD PLC Framework in grades K-3 through weekly PLCs focused on unpacking priority Reading TEKS, collaboratively planning rigorous Tier 1 literacy instruction, analyzing i-Ready and classroom assessment data and student work, identifying learning gaps, and planning targeted reteaching, intervention, and enrichment based on student needs. Strategy's Expected Result/Impact: Consistent implementation of the ECISD PLC Framework will strengthen collaborative planning and ensure that instructional decisions are based on current evidence of student learning. Teachers will identify students who are not demonstrating expected reading growth, determine specific skill needs, plan timely instructional responses, and monitor progress. This continuous cycle of planning, instruction, assessment, intervention, and progress monitoring will increase reading growth and the percentage of K-3 students meeting or exceeding their i-Ready Reading goals. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Strengthen TEKS-aligned Tier 1 Reading instruction in grades K-3 through consistent implementation of the ECISD curriculum, Year-at-a-Glance, scope and sequence, EDUHUB resources, and district-approved instructional materials. Teachers will use i-Ready data, classroom assessments, student work, and observations to differentiate whole-group and small-group instruction and provide targeted support based on individual student literacy needs. Strategy's Expected Result/Impact: Students will receive consistent, rigorous, and differentiated literacy instruction aligned to grade-level Reading TEKS and individual learning needs. Purposeful small-group instruction and timely reteaching will address foundational reading and comprehension gaps before they become more significant, resulting in increased reading proficiency, accelerated individual growth, and a greater percentage of K-3 students achieving or exceeding their i-Ready Reading goals. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 4 Details		Reviews			
Strategy 4: PreK-3 teachers will implement blended-learning instructional practices to provide differentiated, student-centered learning experiences that address individual literacy needs and strengthen reading achievement. Teachers will use i-Ready and other student performance data to intentionally plan teacher-led small-group instruction, collaborative learning, independent practice, and purposeful technology-based learning experiences. Strategy's Expected Result/Impact: Consistent implementation of blended learning will increase opportunities for targeted reading instruction, intervention, enrichment, and personalized practice based on individual student needs. Through intentional use of student performance data, teachers will provide differentiated learning experiences that strengthen foundational literacy and reading comprehension skills, increase student engagement and ownership of learning, and contribute to an increase in the percentage of K-3 students achieving or exceeding their i-Ready Reading goal from 39% to 45% by May 2027. Staff Responsible for Monitoring: Administrators and Campus Digital & Blended Learning Specialist Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
					295

Strategy 5 Details		Reviews			
Strategy 5: Cameron Elementary will employ two full-time instructional aides to strengthen Kindergarten literacy instruction, with one aide assigned to support each Kindergarten partner-teacher pair. Instructional aides will work collaboratively with classroom teachers to provide additional support during whole-group, small-group, and individualized instruction, with an emphasis on foundational reading skills and differentiated learning opportunities. Strategy's Expected Result/Impact: The addition of full-time instructional aides will increase opportunities for targeted, differentiated reading instruction and timely intervention based on individual student needs. Increased instructional support will allow teachers to provide more frequent small-group and individualized learning experiences, strengthen students' foundational literacy skills, and address identified reading gaps. This additional support will contribute to increased Kindergarten reading growth and support the campus goal of increasing the percentage of K-3 students achieving or exceeding their i-Ready Reading goal from 39% to 45% by May 2027. Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1 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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, Root Cause: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.
Student Achievement
Problem Statement 1: Student achievement data indicate a need to accelerate English language development for Emergent Bilingual students. The percentage of students in grades 1-6 who improved by one or more proficiency levels on TELPAS decreased from 39% in 2024-2025 to 26% in 2025-2026, representing a 13-percentage-point decline in annual language growth. Root Cause: Emergent Bilingual students need more consistent and intentional opportunities to develop and apply academic English across the listening, speaking, reading, and writing domains during daily Tier 1 instruction. Teachers need continued support in using TELPAS data to identify students' specific language-development needs and in planning differentiated linguistic supports, academic discourse, and la

Curriculum, Instruction, and Assessment

Problem Statement 1: Despite established curriculum, assessment, PLC, and MTSS structures, student achievement data demonstrates a continued need to strengthen the consistent implementation of rigorous, differentiated Tier 1 instruction that responds to individual student needs and results in increased academic growth across content areas. **Root Cause:** Teachers need continued support in using assessment data and student work to translate identified learning gaps into timely instructional adjustments, differentiated small-group instruction, targeted intervention and enrichment, and purposeful reassessment. Strengthening these practices will increase the effectiveness of Tier 1 instruction and ensure students receive appropriate support and challenging 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 % of 3rd grade students performing at the MEETS level on their Reading STAAR assessment will increase from 39% to 45%.

HB3 Board Goal

Evaluation Data Sources: Data sources: iReady, Checkpoints, STAAR Interims, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Third-grade teachers will implement the ECISD PLC Framework through weekly PLCs focused on unpacking priority Reading TEKS, collaboratively planning rigorous Tier 1 instruction, analyzing assessment data and student work, identifying misconceptions and learning gaps, and planning targeted reteaching, intervention, and enrichment based on student needs. Strategy's Expected Result/Impact: Consistent implementation of the ECISD PLC Framework will strengthen collaborative planning and data-driven instructional decision-making. Teachers will use evidence of student learning to identify specific reading skill gaps, adjust instruction, provide timely reteaching and intervention, and monitor progress toward mastery. This continuous instructional cycle will strengthen mastery of grade-level Reading TEKS and contribute to an increase in third-grade students performing at MEETS Grade Level or Above on Reading STAAR from 39% to 45% by May 2027. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				298
Strategy 2 Details	Reviews			
Strategy 2: Third-grade teachers will strengthen TEKS-aligned Tier 1 Reading instruction through consistent implementation of the ECISD curriculum, Year-at-a-Glance, scope and sequence, EDUHUB resources, and district-approved instructional materials. Teachers will use assessment data and student work to differentiate whole-group and small-group instruction and provide targeted support and academic challenge based on individual student needs. Strategy's Expected Result/Impact: Students will receive consistent access to rigorous, grade-level Reading instruction aligned to the depth and complexity of the TEKS. Differentiated whole-group and small-group instruction will provide opportunities to address identified reading gaps while increasing students' ability to comprehend increasingly complex texts, use textual evidence, and demonstrate understanding of grade-level standards. Consistent implementation will increase mastery of Reading TEKS and contribute to improved performance on district assessments and third-grade Reading STAAR. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Third-grade teachers will implement blended-learning instructional practices to provide differentiated, student-centered reading experiences that address individual academic needs and strengthen reading achievement. Teachers will use student performance data to intentionally plan and facilitate teacher-led small-group instruction, collaborative learning, independent practice, and purposeful technology-based learning experiences. Strategy's Expected Result/Impact: Consistent implementation of blended learning will increase opportunities for targeted reading instruction, intervention, enrichment, and personalized practice based on individual student needs. Teachers will use student performance data to adjust instructional groups and learning experiences, allowing students to receive timely support or academic challenge. Increased differentiation, student engagement, and targeted instruction will strengthen mastery of grade-level Reading TEKS and contribute to an increase in third-grade students performing at MEETS Grade Level or Above on Reading STAAR from 39% to 45% by May 2027. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Third-grade teachers will intentionally implement AVID/WICOR strategies within daily Reading instruction to increase rigor, student engagement, academic discourse, critical thinking, collaboration, and student ownership of learning. Teachers will incorporate Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies that provide students with opportunities to read and analyze grade-level texts, respond through speaking and writing, support thinking with textual evidence, ask and answer higher-level questions, and collaborate with peers. Strategy's Expected Result/Impact: Consistent implementation of AVID/WICOR strategies will increase opportunities for students to actively engage with rigorous grade-level texts, communicate their thinking, use textual evidence, and develop deeper comprehension and critical-thinking skills. Students will strengthen their ability to independently read, analyze, discuss, and respond to increasingly complex texts, resulting in increased mastery of grade-level Reading TEKS and contributing to an increase in third-grade students performing at MEETS Grade Level or Above on Reading STAAR from 39% to 45% by May 2027.	Formative			Summative
	Oct	Jan	Mar	May
				299
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, Root Cause: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.

Student Achievement

Problem Statement 1: Student achievement data indicate a need to accelerate English language development for Emergent Bilingual students. The percentage of students in grades 1-6 who improved by one or more proficiency levels on TELPAS decreased from 39% in 2024-2025 to 26% in 2025-2026, representing a 13-percentage-point decline in annual language growth. **Root Cause:** Emergent Bilingual students need more consistent and intentional opportunities to develop and apply academic English across the listening, speaking, reading, and writing domains during daily Tier 1 instruction. Teachers need continued support in using TELPAS data to identify students' specific language-development needs and in planning differentiated linguistic supports, academic discourse, and la

Curriculum, Instruction, and Assessment

Problem Statement 1: Despite established curriculum, assessment, PLC, and MTSS structures, student achievement data demonstrates a continued need to strengthen the consistent implementation of rigorous, differentiated Tier 1 instruction that responds to individual student needs and results in increased academic growth across content areas. **Root Cause:** Teachers need continued support in using assessment data and student work to translate identified learning gaps into timely instructional adjustments, differentiated small-group instruction, targeted intervention and enrichment, and purposeful reassessment. Strengthening these practices will increase the effectiveness of Tier 1 instruction and ensure students receive appropriate support and challenging 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 3: By May 2027, the percentage of Emergent Bilingual students meeting or exceeding on their Reading STAAR assessment will increase from 22% to 35%.

Strategy 1 Details	Reviews			
Strategy 1: PreK-6 teachers will strengthen academic language development by intentionally integrating opportunities for Emergent Bilingual students to listen, speak, read, and write throughout daily content instruction in accordance with Cameron's Two-Way Dual Language language-allocation model. Teachers will incorporate content and language objectives, academic vocabulary, structured student discourse, collaborative conversations, writing, questioning, and linguistic supports appropriate to students' levels of language proficiency. Strategy's Expected Result/Impact: Emergent Bilingual students will have increased opportunities to acquire, practice, and apply academic language in meaningful instructional contexts. Consistent opportunities to listen, speak, read, and write will strengthen students' academic vocabulary, comprehension, oral language, written expression, and ability to communicate their understanding of grade-level content. Strengthened academic language proficiency will increase students' access to rigorous grade-level instruction and contribute to an increase in the percentage of Emergent Bilingual students meeting or exceeding their targeted reading growth. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				301
Strategy 2 Details	Reviews			
Strategy 2: PreK-6 teachers will utilize the ECISD PLC Framework to regularly analyze the academic and language-development progress of Emergent Bilingual students. During PLCs, teachers will review reading and language-proficiency data, classroom assessments, and student work to identify learning gaps, evaluate student progress, and collaboratively plan rigorous Tier 1 instruction, linguistic supports, targeted reteaching, intervention, and enrichment based on identified student needs. Strategy's Expected Result/Impact: Consistent analysis of Emergent Bilingual student performance within the PLC process will strengthen collaborative, data-driven decision-making and increase teachers' ability to respond to both academic and linguistic needs. Teachers will identify students needing additional support earlier, adjust instruction based on evidence of learning, and monitor the effectiveness of instructional responses. This continuous cycle of data analysis, collaborative planning, differentiated instruction, and progress monitoring will contribute to increased reading and language growth among Emergent Bilingual students and increase the percentage meeting or exceeding their targeted reading growth. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - 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:**Demographics**

Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, **Root Cause:** The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.

Student Achievement

Problem Statement 1: Student achievement data indicate a need to accelerate English language development for Emergent Bilingual students. The percentage of students in grades 1-6 who improved by one or more proficiency levels on TELPAS decreased from 39% in 2024-2025 to 26% in 2025-2026, representing a 13-percentage-point decline in annual language growth. **Root Cause:** Emergent Bilingual students need more consistent and intentional opportunities to develop and apply academic English across the listening, speaking, reading, and writing domains during daily Tier 1 instruction. Teachers need continued support in using TELPAS data to identify students' specific language-development needs and in planning differentiated linguistic supports, academic discourse, and la

Curriculum, Instruction, and Assessment

Problem Statement 1: Despite established curriculum, assessment, PLC, and MTSS structures, student achievement data demonstrates a continued need to strengthen the consistent implementation of rigorous, differentiated Tier 1 instruction that responds to individual student needs and results in increased academic growth across content areas. **Root Cause:** Teachers need continued support in using assessment data and student work to translate identified learning gaps into timely instructional adjustments, differentiated small-group instruction, targeted intervention and enrichment, and purposeful reassessment. Strengthening these practices will increase the effectiveness of Tier 1 instruction and ensure students receive appropriate support and challenging instruction.

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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: School Connectedness Panorama data will increase from 73% to 78%.

Evaluation Data Sources: Panorama end of year survey

Strategy 1 Details	Reviews			
Strategy 1: Kinder-6th grade teachers will implement iLead social-emotional learning lessons at least once each week to provide students with consistent opportunities to develop self-awareness, relationship skills, responsible decision-making, and a sense of belonging within the school community. Strategy's Expected Result/Impact: Teachers will facilitate meaningful discussions and activities that help students build positive relationships with peers and adults and strengthen their connection to the campus. Consistent participation in weekly iLead lessons will strengthen students' social-emotional skills, promote positive student-to-student and student-to-staff relationships, and increase students' sense of belonging, support, and connection to the school community. As a result, the percentage of students reporting positive School Connectedness on the Panorama survey will increase. Staff Responsible for Monitoring: Administrators and Counselor Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
				303
Strategy 2 Details	Reviews			
Strategy 2: Cameron Elementary will utilize the campus House System and schoolwide relationship-building activities to strengthen student belonging, promote positive relationships across grade levels, recognize student contributions and accomplishments, and provide opportunities for students and staff to participate in a shared school community. House competitions, celebrations, recognition activities, and other campus traditions will be intentionally used to promote connection, teamwork, leadership, and school pride. Strategy's Expected Result/Impact: Students will have increased opportunities to build meaningful relationships with peers and adults beyond their individual classrooms and grade levels. Participation in House activities, celebrations, recognition, and schoolwide traditions will strengthen students' sense of belonging, increase positive perceptions of the school environment, and foster a stronger connection to the Cameron community. These efforts will contribute to an increase in students reporting a positive sense of School Connectedness on the Panorama Survey from 73% to 78%. Staff Responsible for Monitoring: Administrators and House Committee Members Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: PreK-6 teachers and staff will consistently implement the CHAMPS framework to establish, teach, model, practice, and reinforce clear behavioral expectations across classrooms and common areas. Staff will use positive reinforcement, proactive behavior supports, consistent routines and procedures, and intentional relationship-building practices to create safe, structured, and supportive learning environments where students feel valued, respected, and connected. Strategy's Expected Result/Impact: Consistent implementation of CHAMPS will increase predictability, positive student-adult interactions, and consistency of behavioral expectations across the campus. Students will experience learning environments that are safe, supportive, and conducive to positive relationships with peers and adults. Strengthened classroom climate and positive behavior supports will increase students' sense of belonging and connection to the school community and contribute to an increase in positive responses on the Panorama School Connectedness Survey from 73% to 78% by May 2027. Staff Responsible for Monitoring: Administrators		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

School Culture and Climate	304
Problem Statement 1: Student perception data indicates that 67% of students in grades 3-6 report that adults and peers at Cameron care about their learning and personal well-being, indicating a need to strengthen student connectedness, relationships, and sense of belonging across the campus. Root Cause: Although campus-wide systems such as CHAMPS, the House System, and relationship-building practices are in place, continued emphasis and consistent implementation of practices that promote positive adult-student relationships, peer support, student leadership, and meaningful connections are needed to ensure all students feel known, valued, and supported.	

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 96% to 98%.

Evaluation Data Sources: Attendance reports

Strategy 1 Details		Reviews			
Strategy 1: Campus administration, the attendance clerk, counselor, and appropriate staff will regularly review the district-provided attendance report to monitor student attendance and identify students demonstrating patterns of absences, tardies, and early dismissals. Identified students will receive timely, appropriate interventions and follow-up based on individual attendance needs. Strategy's Expected Result/Impact: Consistent review and use of the district-provided attendance report will allow campus staff to identify attendance concerns early and respond before patterns become chronic. Timely interventions, student and parent follow-up, and continued monitoring of identified students will support improved attendance habits, reduce missed instructional time, and contribute to an increase in student daily attendance from 96% to 98% by May 2027. Staff Responsible for Monitoring: Administrators and Attendance Clerk Problem Statements: Demographics 1 - School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	May
					305
Strategy 2 Details		Reviews			
Strategy 2: Campus staff will provide timely, ongoing communication with parents and guardians regarding student attendance and will work collaboratively with families to identify and address barriers contributing to absences, tardies, and early dismissals. The counselor and appropriate campus staff will provide individualized follow-up, connect families with available resources and supports, and develop attendance improvement plans when needed. Strategy's Expected Result/Impact: Increased communication and collaboration with families will improve parent awareness of attendance expectations and the academic impact of missed instructional time. Identifying and addressing individual barriers will provide families with appropriate support and increase students' access to daily instruction, resulting in improved attendance and progress toward the campus goal of 98% daily attendance. Staff Responsible for Monitoring: Attendance Clerk and Administrators Problem Statements: Demographics 1 - School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Cameron Elementary will implement positive attendance recognition and incentive opportunities throughout the school year to encourage and reinforce consistent student attendance. Attendance will be celebrated through individual, classroom, grade-level, and/or campus-wide recognition opportunities, including attendance incentives each nine-week grading period. Strategy's Expected Result/Impact: Positive recognition and incentives will increase student and family awareness of the importance of consistent attendance and encourage students to develop positive attendance habits. Celebrating attendance progress and improvement will promote student motivation, strengthen a campus culture that values daily participation in learning, and contribute to an increase in student daily attendance from 96% to 98% by May 2027. Staff Responsible for Monitoring: Administrators and Attendance Clerks Problem Statements: Demographics 1 - School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, Root Cause: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.
School Culture and Climate
Problem Statement 1: Student perception data indicates that 67% of students in grades 3-6 report that adults and peers at Cameron care about their learning and personal well-being, indicating a need to strengthen student connectedness, relationships, and sense of belonging across the campus. Root Cause: Although campus-wide systems such as CHAMPS, the House System, and relationship-building practices are in place, continued emphasis and consistent implementation of practices that promote positive adult-student relationships, peer support, student leadership, and meaningful connections are needed to ensure all students feel known, valued, and supported.

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 1%.

Evaluation Data Sources: Focus reports

Strategy 1 Details		Reviews			
Strategy 1: PreK-6 teachers and staff will consistently implement the CHAMPS framework to establish, explicitly teach, model, practice, and reinforce clear behavioral expectations in classrooms and common areas. Staff will utilize consistent routines and procedures, positive reinforcement, proactive behavior supports, and reteaching of expectations to promote appropriate student behavior. Strategy's Expected Result/Impact: Consistent implementation of CHAMPS will provide students with clear, predictable behavioral expectations and increase consistency in how student behavior is supported across the campus. Proactive teaching, reinforcement, and reteaching of expectations will reduce behavioral incidents, increase positive student behaviors, and decrease behaviors that may result in exclusionary disciplinary consequences, contributing to a reduction in students receiving exclusionary discipline from 2 students to 1 student by May 2027. Staff Responsible for Monitoring: Administrators Problem Statements: School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	May
					307
Strategy 2 Details		Reviews			
Strategy 2: The campus counselor will provide monthly guidance lessons to PreK-6 students focused on age-appropriate social-emotional and behavioral skills, including responsible decision-making, self-management, conflict resolution, positive relationships, communication, and strategies for appropriately responding to challenging situations. Strategy's Expected Result/Impact: Monthly guidance lessons will provide students with explicit instruction and opportunities to develop and practice the social-emotional and behavioral skills necessary to make positive choices, manage emotions, resolve conflicts, and interact appropriately with peers and adults. Strengthening these skills will support the prevention of behavioral incidents and reduce behaviors that may lead to exclusionary disciplinary consequences. Staff Responsible for Monitoring: Administration and counselor Problem Statements: School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Campus administration, the counselor, teachers, and appropriate support staff will identify students demonstrating recurring behavioral concerns and provide targeted interventions and supports based on individual student needs. Staff will monitor student progress, communicate with families, reteach behavioral expectations, and adjust interventions as needed to address behaviors before they escalate to exclusionary disciplinary consequences. Strategy's Expected Result/Impact: Early identification and targeted behavioral intervention will provide students with additional support before behavioral concerns become more significant. Ongoing progress monitoring, family collaboration, reteaching, and individualized supports will strengthen positive student behavior, reduce repeated disciplinary incidents, and decrease the need for exclusionary discipline, supporting the campus goal of reducing the number of students receiving exclusionary discipline from 2 to 1 by May 2027. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Demographics	308
Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, Root Cause: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.	
School Culture and Climate	
Problem Statement 1: Student perception data indicates that 67% of students in grades 3-6 report that adults and peers at Cameron care about their learning and personal well-being, indicating a need to strengthen student connectedness, relationships, and sense of belonging across the campus. Root Cause: Although campus-wide systems such as CHAMPS, the House System, and relationship-building practices are in place, continued emphasis and consistent implementation of practices that promote positive adult-student relationships, peer support, student leadership, and meaningful connections are needed to ensure all students feel known, valued, and supported.	

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 2027, 100% of new Cameron staff will complete AVID training, and 100% of PreK-6th grade teachers will participate in AVID/WICOR strategy refresher training to strengthen the consistent implementation of AVID instructional practices across the campus.

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%, 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 sign in sheets

Strategy 1 Details		Reviews			
Strategy 1: Cameron Elementary will provide AVID professional learning for all new staff and ongoing AVID/WICOR strategy refreshers for PreK-6th grade teachers. Professional learning will focus on the intentional implementation of Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies across content areas to increase instructional rigor, student engagement, critical thinking, academic discourse, collaboration, organization, and student ownership of learning. Strategy's Expected Result/Impact: Teachers will increase their knowledge, confidence, and ability to intentionally incorporate AVID/WICOR strategies into daily instruction across content areas. Consistent implementation will provide students with increased opportunities to write, inquire, collaborate, organize their learning, read critically, and engage in rigorous academic discourse. As a result, students will develop stronger academic behaviors, critical-thinking skills, independence, and ownership of learning that support academic achievement and future college and career readiness. Staff Responsible for Monitoring: AVID Site Team Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	May
					309

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Cameron Elementary will develop a college- and career-ready culture beginning in elementary school through AVID, College Awareness Days, age-appropriate career exploration, student goal setting, leadership opportunities, organizational skills, academic habits, and exposure to college and postsecondary pathways. Teachers will intentionally connect AVID practices to opportunities for students to explore future possibilities and understand the connection between current academic success and future goals. Strategy's Expected Result/Impact: Students will develop increased awareness of college, career, and postsecondary opportunities while building the academic habits, organizational skills, leadership skills, goal-setting practices, and student agency necessary for future success. Consistent exposure to college and career pathways will help students connect their current learning to future aspirations, increase motivation and ownership of learning, and establish a strong foundation for long-term college and career readiness. Staff Responsible for Monitoring: AVID Site Team Problem Statements: Demographics 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Demographics	310
Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, Root Cause: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.	
Student Achievement	
Problem Statement 1: Student achievement data indicate a need to accelerate English language development for Emergent Bilingual students. The percentage of students in grades 1-6 who improved by one or more proficiency levels on TELPAS decreased from 39% in 2024-2025 to 26% in 2025-2026, representing a 13-percentage-point decline in annual language growth. Root Cause: Emergent Bilingual students need more consistent and intentional opportunities to develop and apply academic English across the listening, speaking, reading, and writing domains during daily Tier 1 instruction. Teachers need continued support in using TELPAS data to identify students' specific language-development needs and in planning differentiated linguistic supports, academic discourse, and la	
School Culture and Climate	
Problem Statement 1: Student perception data indicates that 67% of students in grades 3-6 report that adults and peers at Cameron care about their learning and personal well-being, indicating a need to strengthen student connectedness, relationships, and sense of belonging across the campus. Root Cause: Although campus-wide systems such as CHAMPS, the House System, and relationship-building practices are in place, continued emphasis and consistent implementation of practices that promote positive adult-student relationships, peer support, student leadership, and meaningful connections are needed to ensure all students feel known, valued, and supported.	

Curriculum, Instruction, and Assessment

Problem Statement 1: Despite established curriculum, assessment, PLC, and MTSS structures, student achievement data demonstrates a continued need to strengthen the consistent implementation of rigorous, differentiated Tier 1 instruction that responds to individual student needs and results in increased academic growth across content areas. **Root Cause:** Teachers need continued support in using assessment data and student work to translate identified learning gaps into timely instructional adjustments, differentiated small-group instruction, targeted intervention and enrichment, and purposeful reassessment. Strengthening these practices will increase the effectiveness of Tier 1 instruction and ensure students receive appropriate support and challenging instruction.

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

Strategy 1 Details	Reviews			
Strategy 1: Campus administration, the attendance clerk, counselor, and appropriate staff will regularly review the district-provided attendance report to monitor student attendance and identify students demonstrating patterns of absences, tardies, and early dismissals. Identified students will receive timely, appropriate interventions and follow-up based on individual attendance needs. Strategy's Expected Result/Impact: Consistent review and use of district attendance data will allow campus staff to identify attendance concerns early and respond before patterns become chronic. Timely intervention, student and parent follow-up, and continued monitoring will reduce missed instructional time, improve individual attendance patterns, and contribute to an increase in student daily attendance from 95.7% to 97%. Staff Responsible for Monitoring: Attendance clerk and Administrators Problem Statements: Demographics 1 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Campus staff will provide timely and ongoing communication with parents and guardians regarding student attendance and work collaboratively with families to identify and address barriers contributing to absences, tardies, and early dismissals. The counselor and appropriate campus staff will provide individualized follow-up, connect families with available resources and supports, and develop attendance improvement plans when appropriate. Strategy's Expected Result/Impact: Increased communication and collaboration with families will strengthen parent awareness of attendance expectations and the impact of missed instructional time on student achievement. Identifying and addressing individual barriers will provide families with appropriate support, improve student attendance patterns, and increase students' access to daily instruction, contributing to progress toward the campus attendance goal of 97%. Staff Responsible for Monitoring: Administrators and Attendance Clerk Problem Statements: Demographics 1 - School Culture and Climate 1				312
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Positive recognition and incentives will reinforce the importance of daily attendance and encourage students and families to develop consistent attendance habits. Recognizing both strong attendance and improvement will increase student motivation, promote a campus culture that values daily participation in learning, reduce preventable absences, and contribute to progress toward the campus goal of increasing daily attendance from 95.7% to 97%. Strategy's Expected Result/Impact: These strategies appropriately overlap with the attendance strategies under Board Goal 3, Performance Objective 2 because both objectives address student attendance. Using the same core strategies also creates consistency in the CIP rather than introducing separate initiatives for the same campus need. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, Root Cause: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.
School Culture and Climate
Problem Statement 1: Student perception data indicates that 67% of students in grades 3-6 report that adults and peers at Cameron care about their learning and personal well-being, indicating a need to strengthen student connectedness, relationships, and sense of belonging across the campus. Root Cause: Although campus-wide systems such as CHAMPS, the House System, and relationship-building practices are in place, continued emphasis and consistent implementation of practices that promote positive adult-student relationships, peer support, student leadership, and meaningful connections are needed to ensure all students feel known, valued, and supported.

Board Goal 4: Classroom Excellence

Performance Objective 2: Cameron will implement TEKS-based, rigorous, and relevant curriculum supported by high-quality instructional strategies in 100% of classrooms for all subjects by May 2027.

HB3 Board Goal

Evaluation Data Sources: Data sources: iReady, Checkpoints, STAAR Interims, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
				314
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: PreK-6 teachers will intentionally implement AVID/WICOR and blended-learning instructional practices across content areas to provide rigorous, differentiated, and student-centered learning experiences. Teachers will incorporate Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies and use student performance data to intentionally plan teacher-led small-group instruction, collaborative learning, independent learning, and purposeful technology-based experiences. Strategy's Expected Result/Impact: Consistent implementation of AVID/WICOR and blended-learning practices will increase instructional rigor, differentiation, student engagement, academic discourse, collaboration, critical thinking, and ownership of learning. Students will have multiple opportunities to engage with grade-level content, receive targeted support or enrichment, and demonstrate their learning in meaningful ways, contributing to the implementation of high-quality instructional strategies in 100% of classrooms across all subjects by May 2027. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: PreK-6 teachers will strengthen academic language development by intentionally integrating opportunities for students to listen, speak, read, and write throughout daily content instruction in accordance with Cameron's Two-Way Dual Language language-allocation model. Teachers will incorporate learning objectives, academic vocabulary, structured student discourse, collaborative conversations, writing, questioning, and linguistic supports appropriate to students' levels of language proficiency. Strategy's Expected Result/Impact: Consistent integration of academic language development across content areas will increase students' opportunities to acquire, practice, and apply academic language in meaningful learning contexts. Students will strengthen their ability to comprehend rigorous grade-level content, communicate academic thinking orally and in writing, engage in collaborative discourse, and demonstrate understanding in the language of instruction. These practices will support increased academic achievement while advancing Cameron's mission of developing students who are bilingual and biliterate in English and Spanish. Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				315
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, Root Cause: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.
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Curriculum, Instruction, and Assessment
Problem Statement 1: Despite established curriculum, assessment, PLC, and MTSS structures, student achievement data demonstrates a continued need to strengthen the consistent implementation of rigorous, differentiated Tier 1 instruction that responds to individual student needs and results in increased academic growth across content areas. Root Cause: Teachers need continued support in using assessment data and student work to translate identified learning gaps into timely instructional adjustments, differentiated small-group instruction, targeted intervention and enrichment, and purposeful reassessment. Strengthening these practices will increase the effectiveness of Tier 1 instruction and ensure students receive appropriate support and challenging instruction.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, at least 60% of Cameron Elementary families will participate in at least one academic-focused family engagement opportunity designed to increase families' understanding of grade-level academic expectations, student performance data, attendance expectations, intervention supports, and strategies for supporting learning at home.

Evaluation Data Sources: Sign in sheets for Title I meetings and other family engagement events.

Strategy 1 Details	Reviews			
Strategy 1: Cameron Elementary will provide bilingual academic family-engagement opportunities throughout the school year, including academic family nights, parent conferences, informational sessions, and other campus events designed to help families understand grade-level expectations, curriculum, assessments, student performance data, intervention and enrichment supports, and strategies for supporting learning at home. Family-engagement activities will intentionally connect parent participation to student learning and academic achievement. Strategy's Expected Result/Impact: Families will increase their understanding of grade-level academic expectations, student performance, available instructional supports, and strategies they can use to reinforce learning at home. Stronger connections between school-based instruction and family support will increase families' capacity to participate as partners in their children's education and contribute to improved student engagement, academic growth, and achievement. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
				317
Strategy 2 Details	Reviews			
Strategy 2: Cameron Elementary will strengthen ongoing bilingual, two-way communication with families regarding student learning, academic progress, attendance, assessment results, intervention needs, and available campus supports. Teachers and campus staff will utilize parent conferences, Focus communication, campus communications, and other appropriate communication methods to provide families with timely information and opportunities to ask questions, provide feedback, and collaborate with staff regarding their child's academic progress. Strategy's Expected Result/Impact: Families will receive timely, understandable, and accessible information in English and Spanish that strengthens their awareness of their child's academic progress and individual learning needs. Increased two-way communication will strengthen school-family partnerships, promote earlier identification and response to academic or attendance concerns, and increase families' ability to make informed decisions and actively support their child's academic success. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, **Root Cause:** The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.

School Culture and Climate

Problem Statement 1: Student perception data indicates that 67% of students in grades 3-6 report that adults and peers at Cameron care about their learning and personal well-being, indicating a need to strengthen student connectedness, relationships, and sense of belonging across the campus. **Root Cause:** Although campus-wide systems such as CHAMPS, the House System, and relationship-building practices are in place, continued emphasis and consistent implementation of practices that promote positive adult-student relationships, peer support, student leadership, and meaningful connections are needed to ensure all students feel known, valued, and supported.

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Board Goal 5: Culture of Excellence

Performance Objective 1: By Spring 2027, School Connectedness Panorama Data will increase from 73% to 78%.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: PreK-6 teachers will implement weekly iLead Social-Emotional Learning (SEL) lessons to intentionally develop students' social-emotional skills, strengthen relationships, promote positive decision-making, and foster a sense of belonging and connection to the school community. Teachers and staff will reinforce the skills and expectations introduced through iLead throughout the school day. Strategy's Expected Result/Impact: Consistent implementation of iLead lessons will provide students with opportunities to develop self-awareness, self-management, relationship skills, and responsible decision-making. Intentional attention to students' social-emotional development will strengthen positive relationships with peers and adults and help students feel known, supported, valued, and connected to their school community, contributing to an increase in positive School Connectedness responses on the Panorama Survey from 73% to 78% by Spring 2027. Staff Responsible for Monitoring: Administrators and Counselor Problem Statements: School Culture and Climate 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Cameron Elementary will utilize the campus House System and schoolwide activities to strengthen student belonging, build positive relationships across grade levels, recognize student contributions and accomplishments, and provide opportunities for students and staff to participate in a shared school community. House competitions, celebrations, recognition activities, student leadership opportunities, and campus traditions will be intentionally used to promote connection, teamwork, leadership, and school pride. Strategy's Expected Result/Impact: Participation in the House System will provide students with increased opportunities to build meaningful relationships with peers and adults beyond their individual classrooms and grade levels. Schoolwide activities, recognition, leadership opportunities, and shared traditions will strengthen students' sense of belonging, increase school pride, and promote positive perceptions of the school environment, contributing to an increase in School Connectedness from 73% to 78%. Staff Responsible for Monitoring: Administrator and House Committee Members Problem Statements: School Culture and Climate 1	Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: PreK-6 teachers and staff will consistently implement the CHAMPS framework to establish, explicitly teach, model, practice, and reinforce clear behavioral expectations across classrooms and common areas. Staff will use positive reinforcement, proactive behavior supports, consistent routines and procedures, and intentional relationship-building practices to create safe, structured, and supportive learning environments where students feel valued, respected, and connected. Strategy's Expected Result/Impact: Consistent implementation of CHAMPS will increase predictability, positive student-adult interactions, and consistency of behavioral expectations throughout the campus. Students will experience safe and supportive learning environments that promote positive relationships, respectful interactions, and a sense of belonging. Strengthened classroom and campus climate will contribute to an increase in students reporting a positive sense of School Connectedness on the Panorama Survey from 73% to 78% by Spring 2027. Staff Responsible for Monitoring: Administrators		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Student perception data indicates that 67% of students in grades 3-6 report that adults and peers at Cameron care about their learning and personal well-being, indicating a need to strengthen student connectedness, relationships, and sense of belonging across the campus. Root Cause: Although campus-wide systems such as CHAMPS, the House System, and relationship-building practices are in place, continued emphasis and consistent implementation of practices that promote positive adult-student relationships, peer support, student leadership, and meaningful connections are needed to ensure all students feel known, valued, and supported.

Board Goal 5: Culture of Excellence

Performance Objective 2: Exclusionary disciplinary infractions will decrease from 2% to 1%.

Evaluation Data Sources: Focus disciplinary reports

Strategy 1 Details	Reviews			
Strategy 1: PreK-6th grade teachers will implement iLead social-emotional learning lessons at least once each week to provide students with consistent opportunities to develop self-awareness, relationship skills, responsible decision-making, and a sense of belonging within the school community. Strategy's Expected Result/Impact: Teachers will facilitate meaningful discussions and activities that help students build positive relationships with peers and adults and strengthen their connection to the campus. Consistent participation in weekly iLead lessons will strengthen students' social-emotional skills, promote positive student-to-student and student-to-staff relationships, and increase students' sense of belonging, support, and connection to the school community. As a result, the percentage of students reporting positive School Connectedness on the Panorama survey will increase. Staff Responsible for Monitoring: Administrators and counselor Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
Strategy 2: All PreK-6th grade students will participate in at least one counselor-led guidance lesson each month focused on developing positive behavior, social-emotional skills, conflict resolution, responsible decision-making, self-regulation, and appropriate responses to challenging situations. Strategy's Expected Result/Impact: Lessons will proactively reinforce campus behavior expectations and provide students with strategies to successfully manage their behavior and interactions with others. Lessons will proactively reinforce campus behavior expectations and provide students with strategies to successfully manage their behavior and interactions with others. Staff Responsible for Monitoring: Administrators and Counselor Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

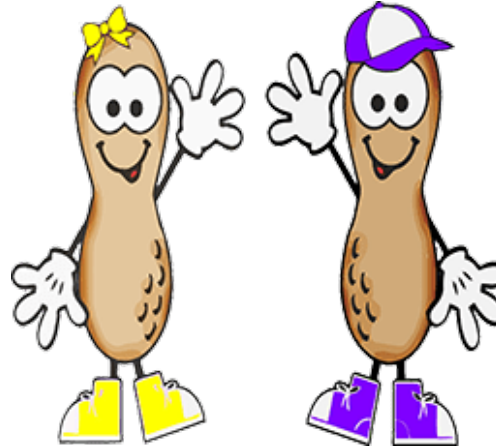
School Culture and Climate

Problem Statement 1: Student perception data indicates that 67% of students in grades 3-6 report that adults and peers at Cameron care about their learning and personal well-being, indicating a need to strengthen student connectedness, relationships, and sense of belonging across the campus. **Root Cause:** Although campus-wide systems such as CHAMPS, the House System, and relationship-building practices are in place, continued emphasis and consistent implementation of practices that promote positive adult-student relationships, peer support, student leadership, and meaningful connections are needed to ensure all students feel known, valued, and supported.

Ector County Independent School District

Carver Early Education Center

2026-2027 Board Goals/Performance Objectives/Strategies



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Mission Statement

At Carver, we remain dedicated to providing a warm, inclusive, and supportive foundation for our students and families as they navigate their first educational milestone in ECISD. We deeply value these foundational early childhood years and are committed to cultivating a sense of belonging across our entire campus community.

As we launch the 2026–2027 school year, we proudly welcome new staff members to our team. Campus Leadership is committed to driving teacher success by offering proactive guidance, open communication, and accessible support. By anticipating needs and addressing challenges early, we ensure our educators have the resources required to thrive in the classroom.

Furthermore, prioritizing staff well-being remains a top campus initiative. Leadership will actively support work-life balance, provide wellness and stress-management opportunities, and sustain a empathetic school culture.

Professional collaboration will continue to serve as a cornerstone of our campus plan. Through structured professional learning communities (PLCs), shared planning, and interdisciplinary teamwork, our teachers will continuously exchange best practices, enhance instruction, and build a cohesive professional community.

Vision

Carver Early Education Center aspires to be a premier leader in early childhood education, where every child’s unique potential is celebrated and nurtured. As a model learning community, we honor diversity, empower families as vital partners, and ignite the curiosity, confidence, and foundational skills necessary for every student to thrive in school and throughout 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: 90% of Pre-K 4 students will be able to produce 20 letter sounds by the end of the 2026-2027 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 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: Student Achievement 1 - Technology 1				326

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 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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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 - 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: Family and Community Engagement 1	Formative			Summative
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Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 58% of Carver Pre-K students scored below benchmark on EOY foundational numeracy and math readiness assessments. Root Cause: Inconsistent implementation of hands-on, conceptual math workstations and a lack of structured small-group Tier 1 math differentiation.
Family and Community Engagement
Problem Statement 1: Family attendance at campus academic workshops and parent-teacher conferences averaged a lower percentage during the 2025-2026 school year. Root Cause: Engagement efforts focused primarily on informational events rather than collaborative workshops that build parent capacity in home-learning strategies.

Technology

Problem Statement 1: Classroom walkthrough observations showed whole-group instruction without real-time data adjustments to challenge advanced learners or scaffold for struggling students. **Root Cause:** Lack of streamlined, real-time formative assessment tools and PLC data-analysis routines that translate student data into daily lesson adjustments.

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: 90% of Pre-K 4 students will be able to rote count to 30 by the end of the 2026-2027 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 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: Curriculum, Instruction, and Assessment 2 - Technology 1	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 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: Technology 1	Formative			Summative
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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 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 Achievement 1 - Curriculum, Instruction, and Assessment 2 - Technology 1		Formative			Summative
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Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: 58% of Carver Pre-K students scored below benchmark on EOY foundational numeracy and math readiness assessments. Root Cause: Inconsistent 330 implementation of hands-on, conceptual math workstations and a lack of structured small-group Tier 1 math differentiation.
Curriculum, Instruction, and Assessment
Problem Statement 2: End-of-year walkthrough data indicates that only 40% of learning centers and small-group stations provided differentiated, actionable learning tasks tailored to student data. Root Cause: Teachers lack dedicated planning time and coaching to design data-informed workstation tasks that allow for independent scaffolded learning.
Technology
Problem Statement 1: Classroom walkthrough observations showed whole-group instruction without real-time data adjustments to challenge advanced learners or scaffold for struggling students. Root Cause: Lack of streamlined, real-time formative assessment tools and PLC data-analysis routines that translate student data into daily lesson adjustments.

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 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		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Bi-Weekly Data Review Cycles Strategy's Expected Result/Impact: Implement structured PLC time every two weeks where teachers analyze real-time ESGI, Math and Reading Academy reports to regroup students fluidly based on skill mastery rather than static ability levels. Staff Responsible for Monitoring: Classroom teachers and administrator 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		Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Targeted Skills Tracking Strategy's Expected Result/Impact: Utilize ESGI flashcard and tracking tools weekly to monitor micro-skills (letter sounds, number recognition) so small group lesson plans immediately adapt to learning gaps before EOY assessments. Staff Responsible for Monitoring: Teachers and Instructional Aides 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: Technology 1	Formative			Summative
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Performance Objective 1 Problem Statements:

Technology
Problem Statement 1: Classroom walkthrough observations showed whole-group instruction without real-time data adjustments to challenge advanced learners or scaffold for struggling students. Root Cause: Lack of streamlined, real-time formative assessment tools and PLC data-analysis routines that translate student data into daily lesson adjustments.

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: 83% of Pre-K 4 students will identify 26 upper case and lower case letters by the end of the 2026-2027 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: 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 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 - Curriculum, Instruction, and Assessment 2 - Technology 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: 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 Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 2	Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: 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 Problem Statements: Family and Community Engagement 1		Formative			Summative
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Performance Objective 2 Problem Statements:

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Student Achievement
Problem Statement 1: 58% of Carver Pre-K students scored below benchmark on EOY foundational numeracy and math readiness assessments. Root Cause: Inconsistent implementation of hands-on, conceptual math workstations and a lack of structured small-group Tier 1 math differentiation.
School Culture and Climate
Problem Statement 1: Students receiving Special Education services demonstrated a gap in foundational literacy and math mastery compared to their general education peers. Root Cause: Insufficient job-embedded coaching and training for general education and specialized staff on inclusive practices and Tier 2/3 behavioral interventions.
Staff Quality, Recruitment, and Retention
Problem Statement 2: The campus experienced a high turnover rate in specialized/Special Education early childhood teaching positions during the 2025-2026 school year. Root Cause: Absence of a structured campus-level onboarding, mentorship, and peer-support framework specifically designed for specialized early childhood educators.
Curriculum, Instruction, and Assessment
Problem Statement 2: End-of-year walkthrough data indicates that only 40% of learning centers and small-group stations provided differentiated, actionable learning tasks tailored to student data. Root Cause: Teachers lack dedicated planning time and coaching to design data-informed workstation tasks that allow for independent scaffolded learning.
Family and Community Engagement
Problem Statement 1: Family attendance at campus academic workshops and parent-teacher conferences averaged a lower percentage during the 2025-2026 school year. Root Cause: Engagement efforts focused primarily on informational events rather than collaborative workshops that build parent capacity in home-learning strategies.

Technology

Problem Statement 1: Classroom walkthrough observations showed whole-group instruction without real-time data adjustments to challenge advanced learners or scaffold for struggling students. **Root Cause:** Lack of streamlined, real-time formative assessment tools and PLC data-analysis routines that translate student data into daily lesson adjustments.

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: 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: Teachers will use proactive strategies from Conscious Discipline to support students' sense of connectedness , belonging, and SEL 100% of the time.

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 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: School Culture and Climate 1 - School Organization 1	Formative			Summative
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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 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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Strategy 3 Details	Reviews			
Strategy 3: Standardize Classroom Safety & Belonging Structures Strategy's Expected Result/Impact: Set up dedicated Safe Places equipped with active calming tools (e.g., S.T.A.R. breathing visual cards, Feeling Buddies) and display visual job boards so every student has a meaningful role in the classroom community. Staff Responsible for Monitoring: Administrators, Instructional Coach, Classroom Teachers, Instructional Aides TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Integrate Language of Safety and Encouragement Strategy's Expected Result/Impact: Train staff to replace traditional compliance-based language with Conscious Discipline assertions (e.g., "My job is to keep you safe; your job is to help keep it that way") and proactive encouragement celebrating effort and helpfulness. Staff Responsible for Monitoring: Administrators, Instructional Coach, Classroom Teachers, Instructional Aides 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 5 Details	Reviews			
Strategy 5: Job-Embedded Staff Coaching & Walkthroughs Strategy's Expected Result/Impact: Conduct monthly administrator and instructional coach learning walks focused on Conscious Discipline Staff Responsible for Monitoring: Administrators, Instructional Coach, Classroom Teachers, Instructional Aides 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
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Students receiving Special Education services demonstrated a gap in foundational literacy and math mastery compared to their general education peers. Root Cause: Insufficient job-embedded coaching and training for general education and specialized staff on inclusive practices and Tier 2/3 behavioral interventions.
School Organization
Problem Statement 1: Staff participation and action-item completion across campus decision-making committees was below 50% during the 2025-2026 school year. Root Cause: Unclear committee roles, lack of scheduled meeting times during contract hours, and absence of an accountability tracking system.

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: Daily attendance will improve from 90% to 93%.

Indicators of Success:

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

Evaluation Data Sources: Daily attendance logs, data

Strategy 1 Details	Reviews			
Strategy 1: Parent communication through face to face interactions. Strategy's Expected Result/Impact: Staff will support parents in understanding the importance of school attendance. Staff Responsible for Monitoring: All staff members Problem Statements: Demographics 1 - Family and Community Engagement 1 - School Organization 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Monthly lunch dates. Strategy's Expected Result/Impact: Parents will be encouraged to have students at school as much as possible. Staff Responsible for Monitoring: All Staff Problem Statements: Demographics 1	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Student attendance for the 2025-2026 school year was 90%, falling 5 percentage points below the district goal of 95%. Root Cause: Lack of a systematic campus response plan for chronic absenteeism and inconsistent outreach explaining the academic impact of Pre-K attendance to families.
Family and Community Engagement
Problem Statement 1: Family attendance at campus academic workshops and parent-teacher conferences averaged a lower percentage during the 2025-2026 school year. Root Cause: Engagement efforts focused primarily on informational events rather than collaborative workshops that build parent capacity in home-learning strategies.

School Organization

Problem Statement 1: Staff participation and action-item completion across campus decision-making committees was below 50% during the 2025-2026 school year. **Root Cause:** Unclear committee roles, lack of scheduled meeting times during contract hours, and absence of an accountability tracking system.

Board Goal 4: Classroom Excellence

Performance Objective 1: Carver Early Education Center student attendance will increase from 90% to 93% by the end of the 2026-2027 school year.

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

Strategy 1 Details	Reviews			
Strategy 1: Morning Greeting Rituals at the Door Strategy's Expected Result/Impact: Utilize daily Conscious Discipline greeting choices (e.g., high five, hug, wave, verbal choice) as children arrive to build immediate connection and psychological safety. Staff Responsible for Monitoring: Administrators, Instructional Coach, Classroom Teachers, Instructional Aides TEA Priorities: 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: Interactive Classroom Attendance Boards Strategy's Expected Result/Impact: Implement visual "School Family" boards (e.g., moving their photo/name card from "Home" to "School Family") during morning arrival so students feel noticed and missed when absent. Staff Responsible for Monitoring: Administrators, Instructional Coach, Classroom Teachers, Instructional Aides TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1 - Family and Community Engagement 1 - School Organization 1	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Morning Soft-Start Activities Strategy's Expected Result/Impact: Standardize high-interest, low-stress morning play invitations (e.g., sensory bins, building blocks, art explorations) during the first 20 minutes of the day to make arrival the most engaging part of the morning. Staff Responsible for Monitoring: Administrators, Instructional Coach, Classroom Teachers, Instructional Aides TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Family and Community Engagement 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Academic Parent Teacher Team Attendance Data Workshops Strategy's Expected Result/Impact: Dedicate a portion of the Fall APTT meeting to share anonymized data showing the direct correlation between Pre-K attendance and EOY CLI/ESGI reading readiness scores. Staff Responsible for Monitoring: Administrators, Instructional Coach, Classroom Teachers, Instructional Aides Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
				342
Strategy 5 Details	Reviews			
Strategy 5: Positive Attendance Communication Strategy's Expected Result/Impact: Celebratory text messages or postcard reminders to parents after 5, 10, and 15 consecutive days of attendance, focusing on positive reinforcement rather than punitive notices. Staff Responsible for Monitoring: Administrator and Instructional Coach TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Family and Community Engagement 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:**Demographics**

Problem Statement 1: Student attendance for the 2025-2026 school year was 90%, falling 5 percentage points below the district goal of 95%. **Root Cause:** Lack of a systematic campus response plan for chronic absenteeism and inconsistent outreach explaining the academic impact of Pre-K attendance to families.

School Culture and Climate

Problem Statement 1: Students receiving Special Education services demonstrated a gap in foundational literacy and math mastery compared to their general education peers. **Root Cause:** Insufficient job-embedded coaching and training for general education and specialized staff on inclusive practices and Tier 2/3 behavioral interventions.

Family and Community Engagement

Problem Statement 1: Family attendance at campus academic workshops and parent-teacher conferences averaged a lower percentage during the 2025-2026 school year. **Root Cause:** Engagement efforts focused primarily on informational events rather than collaborative workshops that build parent capacity in home-learning strategies.

School Organization

Problem Statement 1: Staff participation and action-item completion across campus decision-making committees was below 50% during the 2025-2026 school year. **Root Cause:** Unclear committee roles, lack of scheduled meeting times during contract hours, and absence of an accountability tracking system.

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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 - 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 Problem Statements: Family and Community Engagement 1 - School Organization 1	Formative			Summative
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				344
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 - 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

Performance Objective 2 Problem Statements:

Family and Community Engagement

Problem Statement 1: Family attendance at campus academic workshops and parent-teacher conferences averaged a lower percentage during the 2025-2026 school year. **Root Cause:** Engagement efforts focused primarily on informational events rather than collaborative workshops that build parent capacity in home-learning strategies.

School Organization

Problem Statement 1: Staff participation and action-item completion across campus decision-making committees was below 50% during the 2025-2026 school year. **Root Cause:** Unclear committee roles, lack of scheduled meeting times during contract hours, and absence of an accountability tracking system.

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 TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Family and Community Engagement 1 - School Organization 1	Formative			Summative
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				346
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 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				

Performance Objective 3 Problem Statements:

Family and Community Engagement
Problem Statement 1: Family attendance at campus academic workshops and parent-teacher conferences averaged a lower percentage during the 2025-2026 school year. Root Cause: Engagement efforts focused primarily on informational events rather than collaborative workshops that build parent capacity in home-learning strategies.
School Organization
Problem Statement 1: Staff participation and action-item completion across campus decision-making committees was below 50% during the 2025-2026 school year. Root Cause: Unclear committee roles, lack of scheduled meeting times during contract hours, and absence of an accountability tracking system.

Board Goal 4: Classroom Excellence

Performance Objective 4: By May 2027, 100% of core content teachers will receive job-embedded coaching and feedback from the Instructional Coach, resulting in an increase from 70% to 80% of classrooms demonstrating proficient Tier 1 instructional strategies as measured by district walkthrough rubrics and teacher growth evaluations.

Evaluation Data Sources: walkthrough data and teacher growth evaluations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Instructional Coach will implement bi-weekly coaching cycles (pre-conferencing, modeling, observation, and debriefing) focusing on Tier 1 instruction, student engagement, and checks for understanding. Strategy's Expected Result/Impact: improved Tier 1 instruction, and improved student engagement Staff Responsible for Monitoring: Instructional Coach, Campus Administrators 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 Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 2 Funding Sources: - Title One School-wide				348

Strategy 2 Details		Reviews			
Strategy 2: Facilitate weekly Professional Learning Community (PLC) data meetings with core content teams to analyze student formative data and refine instructional delivery. Strategy's Expected Result/Impact: Teams will analyze student formative data and will be able to refine instructional delivery. Staff Responsible for Monitoring: Instructional Coach, Campus Administrators 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 Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 2 - Technology 1 Funding Sources: - Title One School-wide, - Local		Formative			Summative
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Performance Objective 4 Problem Statements:

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Student Achievement
Problem Statement 1: 58% of Carver Pre-K students scored below benchmark on EOY foundational numeracy and math readiness assessments. Root Cause: Inconsistent implementation of hands-on, conceptual math workstations and a lack of structured small-group Tier 1 math differentiation.
Curriculum, Instruction, and Assessment
Problem Statement 2: End-of-year walkthrough data indicates that only 40% of learning centers and small-group stations provided differentiated, actionable learning tasks tailored to student data. Root Cause: Teachers lack dedicated planning time and coaching to design data-informed workstation tasks that allow for independent scaffolded learning.
Technology
Problem Statement 1: Classroom walkthrough observations showed whole-group instruction without real-time data adjustments to challenge advanced learners or scaffold for struggling students. Root Cause: Lack of streamlined, real-time formative assessment tools and PLC data-analysis routines that translate student data into daily lesson adjustments.

Board Goal 5: Culture of Excellence

Performance Objective 1: 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: Family and Community Engagement 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 - 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: 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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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Family and Community Engagement
Problem Statement 1: Family attendance at campus academic workshops and parent-teacher conferences averaged a lower percentage during the 2025-2026 school year. Root Cause: Engagement efforts focused primarily on informational events rather than collaborative workshops that build parent capacity in home-learning strategies.

Board Goal 5: Culture of Excellence

Performance Objective 2: Rigor in Early Learning

Evaluation Data Sources: High-Quality Instructional Materials (HQIM)

Strategy 1 Details	Reviews			
Strategy 1: Standardize daily implementation of the state Pre-K guidelines across all classrooms Strategy's Expected Result/Impact: Ensuring balance between explicit small-group skill instruction (CLI/ESGI-aligned) and purposeful, play-based learning centers. Staff Responsible for Monitoring: Administrator, Office Staff, Counselor, 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 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: Data-Informed Differentiation Strategy's Expected Result/Impact: Utilize bi-weekly PLC data meetings (CLI Engage, ESGI, and anecdotal observation) to continually refine learning stations and small group intervention plans. Staff Responsible for Monitoring: Administrator, Instructional Coach, 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 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: Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 - Technology 1	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: 58% of Carver Pre-K students scored below benchmark on EOY foundational numeracy and math readiness assessments. Root Cause: Inconsistent implementation of hands-on, conceptual math workstations and a lack of structured small-group Tier 1 math differentiation.
Staff Quality, Recruitment, and Retention
Problem Statement 2: The campus experienced a high turnover rate in specialized/Special Education early childhood teaching positions during the 2025-2026 school year. Root Cause: Absence of a structured campus-level onboarding, mentorship, and peer-support framework specifically designed for specialized early childhood educators.
Technology
Problem Statement 1: Classroom walkthrough observations showed whole-group instruction without real-time data adjustments to challenge advanced learners or scaffold for struggling students. Root Cause: Lack of streamlined, real-time formative assessment tools and PLC data-analysis routines that translate student data into daily lesson adjustments.

Board Goal 5: Culture of Excellence

Performance Objective 3: Environment & Climate Excellence

Evaluation Data Sources: High-Fidelity School Family

Strategy 1 Details	Reviews			
Strategy 1: 100% of Pre-K classrooms to feature fully functional Safe Places, Brain Smart Start morning routines, and active job boards to promote emotional regulation and child autonomy. Strategy's Expected Result/Impact: Students will feel a sense of belonging. Staff Responsible for Monitoring: Administrator, Instructional Coach, Teachers, and Instructional Aides 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, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Positive Campus-Wide Staff Culture Strategy's Expected Result/Impact: Implement staff recognition systems (e.g., weekly peer-nominated "Excellence Spotlights") celebrating innovative teaching practices, positive family communication, and campus leadership. Staff Responsible for Monitoring: Administrator, Instructional Coach, Counselor ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Organization 1				354
	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

School Organization
Problem Statement 1: Staff participation and action-item completion across campus decision-making committees was below 50% during the 2025-2026 school year. Root Cause: Unclear committee roles, lack of scheduled meeting times during contract hours, and absence of an accountability tracking system.

Ector County Independent School District

Cavazos Elementary

2026-2027 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 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 91% by May 2029. 37

Board Goal 4: Classroom Excellence 45

Board Goal 5: Culture of Excellence 57

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 2027, the percent of students performing at the MEETS level in 3rd - 5th grade MATH STAAR will increase from 34% to 45% by the Spring 2027 STAAR. Specifically, 3rd grade STAAR English and Spanish MEETS level will increase from 30% to 40%; 4th grade STAAR English and Spanish MEETS level will increase from 48% to 60%; and 5th grade STAAR English and Spanish MEETS level will increase from 27% to 35%.

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%, 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: iReady Math, Checkpoint data, ST Math, student journaling, FastFocus, Countdown to STAAR and Gauntlet, LoneStar Math, Exit Tickets, IXL.

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Strategy 1 Details					Reviews																		
Strategy 1: Implement daily, hands-on spatial reasoning and measurement instruction utilizing concrete manipulatives (e.g., base-ten blocks, perimeter tools, geometric solids) across both English and Spanish classrooms. Integrate weekly vertical alignment sessions for 3rd-5th grade math teachers to align measurement standards, formulas, and domain vocabulary across grade levels. Strategy's Expected Result/Impact: Directly addresses Category 3 (Geometry and Measurement), which was the lowest-performing domain across 3rd-5th grades on both language versions. Strengthening this core area will elevate borderline "Approaches" students into the "Meets" performance tier across all three grade levels. Staff Responsible for Monitoring: Math team: Michelle Cuellar, Anna Garcia, Patsy Olivas, Imelda Tarango, Daisy Zamarripa, Yamila Borrego. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Schedule bi-weekly vertical PLC in grades 3rd - 5th to focus on alignment and mapping TEKS vertical progression.</td><td>Michelle Cuellar, Anna Garcia, Patsy Olivas, Imelda Tarango, Daisy Zamarripa, Yamila Borrego.</td><td>May 2027</td><td></td></tr><tr><td>2</td><td>Use standardize geometry and measurement manipulatives into Tier I instruction across all 3rd - 5th grade English and Spanish classes.</td><td>Michelle Cuellar, Anna Garcia, Patsy Olivas, Imelda Tarango, Daisy Zamarripa, Yamila Borrego.</td><td>May 2027</td><td></td></tr></table> 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 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: Student Achievement 1, 4 Funding Sources: Opportunity Culture Plan - Title One School-wide					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Schedule bi-weekly vertical PLC in grades 3rd - 5th to focus on alignment and mapping TEKS vertical progression.	Michelle Cuellar, Anna Garcia, Patsy Olivas, Imelda Tarango, Daisy Zamarripa, Yamila Borrego.	May 2027		2	Use standardize geometry and measurement manipulatives into Tier I instruction across all 3rd - 5th grade English and Spanish classes.	Michelle Cuellar, Anna Garcia, Patsy Olivas, Imelda Tarango, Daisy Zamarripa, Yamila Borrego.	May 2027		Formative			Summative
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				359																			

Strategy 2 Details					Reviews													
Strategy 2: In order to improve MATH Category 2: Computations and Algebraic Relationships from below 50% across 3rd - 5th grade to 60%, we will structure Tier I computational lessons using physical manipulatives to build conceptual understanding of multi-digit operations, fractions, algebraic equations. We will transition students to drawing visual representations to map out computational steps and connect representations directly to standard algorithms and algebraic equations. Strategy's Expected Result/Impact: Student mastery in Category 2 will increase in all grade levels. Staff Responsible for Monitoring: In addition, we will dedicate the first 10-15 minutes of every math block to a daily multi-step word problem routine focusing on computational schemas. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Teachers will reinforce Category 2 Math skills the first 10-15 minutes of class.</td><td>Math teachers, AP, math specialist</td><td>May 2027</td><td></td></tr></table> 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 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: Student Achievement 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Teachers will reinforce Category 2 Math skills the first 10-15 minutes of class.	Math teachers, AP, math specialist	May 2027		Formative			Summative
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Oct	Jan	Mar	May															
				360														

Strategy 3 Details					Reviews																		
Strategy 3: In order to ameliorate Math Category 2, we will dedicate the first 10-15 minutes of every math block to a daily multi-step word problem routine focusing on computational schemas (e.g., Combine, Change, Compare, Equal Groups/Parts). Students will be trained to use a structured 4-step problem-solving model to include: Understand, Plan, Solve, and Check (UPSC) model. Students are also provided vocabulary scaffolds in both English and Spanish (e.g., sum/suma, difference/diferencia, product/producto, quotient/cociente, variable/variable) to support Emergent Bilingual students. Strategy's Expected Result/Impact: Category 2 (Computations and Algebraic Relationships) passing and mastery rates across 3rd, 4th, and 5th grade math (English and Spanish) will increase from a baseline average of 50% to 60% on formative assessments and the Spring STAAR 2027 assessment. We will also reduce the number of "Did Not Meet" by moving at least 15% of borderline students into the "Approaches Grade Level" and transitioning at least 10% of the "Approaches" students to the "Meets Grade Level". Staff Responsible for Monitoring: Math Team: Anna Garcia, Michelle Cuellar, Patsy Olivas, Imelda Tarango, Daisy Zamarripa, Yamila Borrego, and the instructional specialist - September Garrett. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Model teaching of skill during vertical math PLC.</td><td>Math Team</td><td>May 2027</td><td></td></tr><tr><td>2</td><td>Track student mastery based on student work in journals.</td><td>Math Team</td><td>May 2027</td><td></td></tr></table> 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 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: Student Achievement 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Model teaching of skill during vertical math PLC.	Math Team	May 2027		2	Track student mastery based on student work in journals.	Math Team	May 2027		Formative			Summative
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				361																			

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: In grades 3rd - 5th grade English and Spanish in Math STAAR, there was an evident gap in Category 3: Geometry and Measurement. **Root Cause:** This concept was introduced in the scope and sequence closer to STAAR making it a rushed to teach skill.

Problem Statement 4: When examining the passing percentage across grade levels and English and Spanish instruction in the Math Category 2: Computations and Algebraic Relationships, the campus falls below 50% passing rate. It should be noted, based on the STAAR Blue Print, Category 2 is heavily tested compared to Category 1, 3, and 4. **Root Cause:** Tier I instruction is rushed from basic rules directly to abstract algorithms without ensuring students deeply understand multi-step word problems which in turn causes a gap in intermediate 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 2027, the percent of students performing at the MEETS level in 3rd - 5th grade Reading STAAR will increase from 36% to 45% by the Spring 2027 STAAR. Specifically, 3rd grade STAAR English and Spanish MEETS level will increase from 32% to 40%; 4th grade STAAR English and Spanish MEETS level will increase from 35% to 45%; and 5th grade STAAR English and Spanish MEETS level will increase from 40% to 50%.

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%, 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: iReady Reading, Checkpoint data,HMH, student writing journaling, FastFocus, Countdown to STAAR and Gauntlet, LoneStar Reading, Exit Tickets, instructional specialist.

Strategy 1 Details					Reviews													
Strategy 1: Targeted Reading and Writing Instruction: Teachers will use STAAR, checkpoint, i-Ready, and formative assessment data to provide weekly small-group instruction focused on priority reading and writing TEKS, including comprehension, vocabulary, revising, editing, grammar, and constructed responses in English and Spanish. Consistent Data Monitoring and Intervention: Grade-level teams will review reading and writing data during weekly PLCs, set individual student growth goals, and provide timely reteaching, intervention, and enrichment. Progress will be monitored through common assessments, exit tickets, writing samples, and student data folders Strategy's Expected Result/Impact: Students will improve their reading comprehension, vocabulary, revising, editing, grammar, and written-response skills. Targeted small-group instruction will close learning gaps and increase the number of students achieving the MEETS level on the Spring 2027 STAAR. Staff Responsible for Monitoring: Sharon Sparks, Gracie Reyna, Roxanne Garibay, Sylvia Ponce, Madison Ross, Maria Medrano, Instructional Specialist <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Analyze STAAR, checkpoint, i-Ready, and classroom assessment data to identify reading and writing gaps. Group students according to specific needs and provide targeted small-group instruction each week. Teach and reteach priority reading and writing TEKS, including comprehension, vocabulary, revising, editing, grammar, and constructed responses.</td><td>Sharon Sparks, Gracie Reyna, Roxanne Garibay, Sylvia Ponce, Madison Ross, Maria Medrano, Instructional Specialist</td><td>May 2027</td><td></td></tr></table> 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 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: Student Achievement 2, 3 Funding Sources: Opportunity Culture - Title One School-wide					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Analyze STAAR, checkpoint, i-Ready, and classroom assessment data to identify reading and writing gaps. Group students according to specific needs and provide targeted small-group instruction each week. Teach and reteach priority reading and writing TEKS, including comprehension, vocabulary, revising, editing, grammar, and constructed responses.	Sharon Sparks, Gracie Reyna, Roxanne Garibay, Sylvia Ponce, Madison Ross, Maria Medrano, Instructional Specialist	May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Analyze STAAR, checkpoint, i-Ready, and classroom assessment data to identify reading and writing gaps. Group students according to specific needs and provide targeted small-group instruction each week. Teach and reteach priority reading and writing TEKS, including comprehension, vocabulary, revising, editing, grammar, and constructed responses.	Sharon Sparks, Gracie Reyna, Roxanne Garibay, Sylvia Ponce, Madison Ross, Maria Medrano, Instructional Specialist	May 2027										
Oct	Jan	Mar	May															
								364										

Strategy 2 Details					Reviews													
Strategy 2: Teachers will identify student needs early, adjust instruction, and provide timely interventions. Regular data reviews and student goal-setting will increase student ownership, reduce achievement gaps, and support the campus goal of increasing overall MEETS performance from 36% to 45% Strategy's Expected Result/Impact: Regular data reviews and student goal-setting will increase student ownership, reduce achievement gaps, and support the campus goal of increasing overall MEETS performance from 36% to 45%. Staff Responsible for Monitoring: Sharon Sparks, Gracie Reyna, Roxanne Garibay, Sylvia Ponce, Madison Ross, Maria Medrano, Instructional Specialist <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Use weekly PLCs to review student work, discuss progress, plan interventions, and adjust instruction. Administer common assessments, exit tickets, and writing tasks to monitor mastery. Maintain student data folders and conference with students regularly to review goals and progress. Provide additional intervention and enrichment based on assessment results. Monitor grade-level progress toward the Spring 2027 STAAR MEETS targets.</td><td>Sharon Sparks, Gracie Reyna, Roxanne Garibay, Sylvia Ponce, Madison Ross, Maria Medrano, Instructional Specialist</td><td>May 2027</td><td></td></tr></table> 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 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: Student Achievement 1, 2, 3, 5 Funding Sources: Oportunity Culture - Title One School-wide					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Use weekly PLCs to review student work, discuss progress, plan interventions, and adjust instruction. Administer common assessments, exit tickets, and writing tasks to monitor mastery. Maintain student data folders and conference with students regularly to review goals and progress. Provide additional intervention and enrichment based on assessment results. Monitor grade-level progress toward the Spring 2027 STAAR MEETS targets.	Sharon Sparks, Gracie Reyna, Roxanne Garibay, Sylvia Ponce, Madison Ross, Maria Medrano, Instructional Specialist	May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Use weekly PLCs to review student work, discuss progress, plan interventions, and adjust instruction. Administer common assessments, exit tickets, and writing tasks to monitor mastery. Maintain student data folders and conference with students regularly to review goals and progress. Provide additional intervention and enrichment based on assessment results. Monitor grade-level progress toward the Spring 2027 STAAR MEETS targets.	Sharon Sparks, Gracie Reyna, Roxanne Garibay, Sylvia Ponce, Madison Ross, Maria Medrano, Instructional Specialist	May 2027										
Oct	Jan	Mar	May															
				365														

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: In grades 3rd - 5th grade English and Spanish in Math STAAR, there was an evident gap in Category 3: Geometry and Measurement. Root Cause: This concept was introduced in the scope and sequence closer to STAAR making it a rushed to teach skill.

Student Achievement

Problem Statement 2: Systemic Underperformance in Writing Across All Grade Levels in 3rd - 5th grade. The average Writing score in Category 2 was 36% compared to Category 1: Reading which the average was 51% for 3rd grade; 48% -4th Grade English and Spanish 61% while 5th grade Reading average was at 57%. **Root Cause:** Lack of vertical writing alignment and daily Tier I-instruction focused on reading skills leaving writing instruction fragmented and isolated rather than integrated into daily literacy routines across all grade levels.

Problem Statement 3: There's a lack incorporation of writing skills provided across content areas in all grade levels impacting 3rd - 5th grades. **Root Cause:** Insufficient practice with Constructed & Extended Responses therefore students demonstrate difficulty articulating evidenced-based answers in writing, pointing to a lack of aligned rubric modeling, structured revision strategies, and daily writing stamina building.

Problem Statement 5: 5th grade Science English and Spanish severely underperforming with over half of the students failing to meet standard grade-level expectations. **Root Cause:** There appears to be a disproportionate focus on Reading and Math instructional schedules which leave behind Science instruction in the primary grades and there's a lack of hands-on, inquire-based science instruction in the lower 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 2027, the percent of students performing at the MEETS level in 5th grade Science STAAR English and Spanish MEETS level will increase from 6% to 25% by the Spring 2027 STAAR.

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%, 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: Vernier connection, McGraw Hill, Ed Puzzle and Summit K12

Strategy 1 Details					Reviews													
Strategy 1: Data-Driven Small-Group Instruction: Teachers will analyze checkpoints, exit tickets, and common assessments to identify low-performing Science TEKS. Students will receive targeted small-group instruction, reteaching, hands-on investigations, and spiral review in English and Spanish. Strategy's Expected Result/Impact: Students will strengthen their understanding of targeted Science TEKS through differentiated small-group instruction and hands-on learning. Regular data monitoring and timely reteaching will close learning gaps and increase the percentage of students achieving the MEETS level from 6% to 25% on the Spring 2027 Science STAAR. Staff Responsible for Monitoring: Daisy Zamarripa, Yamila Borrego <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Analyze checkpoints, exit tickets, and common assessment data to identify low-performing Science TEKS. Group students according to specific learning needs and update groups regularly based on progress. Provide targeted small-group instruction and reteaching at least two times per week. Use hands-on investigations, models, visuals, and bilingual supports to strengthen understanding. Include spiral review of previously taught Science TEKS during daily instruction. Monitor student progress every two to three weeks and adjust instruction based on assessment results.</td><td>Daisy Zamarripa, Yamila Borrego</td><td>May 2027</td><td></td></tr></table> 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 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: Student Achievement 5 Funding Sources: Oportunity Culture - Title One School-wide					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Analyze checkpoints, exit tickets, and common assessment data to identify low-performing Science TEKS. Group students according to specific learning needs and update groups regularly based on progress. Provide targeted small-group instruction and reteaching at least two times per week. Use hands-on investigations, models, visuals, and bilingual supports to strengthen understanding. Include spiral review of previously taught Science TEKS during daily instruction. Monitor student progress every two to three weeks and adjust instruction based on assessment results.	Daisy Zamarripa, Yamila Borrego	May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Analyze checkpoints, exit tickets, and common assessment data to identify low-performing Science TEKS. Group students according to specific learning needs and update groups regularly based on progress. Provide targeted small-group instruction and reteaching at least two times per week. Use hands-on investigations, models, visuals, and bilingual supports to strengthen understanding. Include spiral review of previously taught Science TEKS during daily instruction. Monitor student progress every two to three weeks and adjust instruction based on assessment results.	Daisy Zamarripa, Yamila Borrego	May 2027										
Oct	Jan	Mar	May															
				368														

Strategy 2 Details					Reviews													
Strategy 2: Academic Vocabulary and STAAR Practice: Teachers will explicitly teach science vocabulary using visuals, models, bilingual supports, and reading-to-learn strategies. Students will regularly practice STAAR-aligned questions, including diagrams, graphs, investigations, and written explanations, while receiving immediate feedback Strategy's Expected Result/Impact: Students will improve their understanding and use of academic science vocabulary in English and Spanish. Through visuals, models, bilingual supports, and consistent STAAR-aligned practice, students will become more confident analyzing diagrams, graphs, investigations, and complex questions. These skills will increase student performance and help raise the percentage of students reaching the MEETS level from 6% to 25% on the Spring 2027 Science STAAR. Staff Responsible for Monitoring: Daisy Zamarripa, Yamila Borrego <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Explicitly teach and review science vocabulary in English and Spanish using visuals, models, word walls, and student-friendly definitions. Incorporate STAAR-aligned questions into daily instruction and weekly spiral reviews. Model how to analyze diagrams, graphs, tables, investigations, and multi-step questions. Teach students to identify key vocabulary, annotate questions, eliminate incorrect answers, and justify their responses. Provide frequent opportunities for students to discuss and write scientific explanations using academic vocabulary. Monitor progress through exit tickets, vocabulary checks, and common assessments, then reteach skills as needed.</td><td>Daisy Zamarripa, Yamila Borrego</td><td>May 2027</td><td></td></tr></table> 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 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: Student Achievement 1, 2, 3, 4, 5					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Explicitly teach and review science vocabulary in English and Spanish using visuals, models, word walls, and student-friendly definitions. Incorporate STAAR-aligned questions into daily instruction and weekly spiral reviews. Model how to analyze diagrams, graphs, tables, investigations, and multi-step questions. Teach students to identify key vocabulary, annotate questions, eliminate incorrect answers, and justify their responses. Provide frequent opportunities for students to discuss and write scientific explanations using academic vocabulary. Monitor progress through exit tickets, vocabulary checks, and common assessments, then reteach skills as needed.	Daisy Zamarripa, Yamila Borrego	May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Explicitly teach and review science vocabulary in English and Spanish using visuals, models, word walls, and student-friendly definitions. Incorporate STAAR-aligned questions into daily instruction and weekly spiral reviews. Model how to analyze diagrams, graphs, tables, investigations, and multi-step questions. Teach students to identify key vocabulary, annotate questions, eliminate incorrect answers, and justify their responses. Provide frequent opportunities for students to discuss and write scientific explanations using academic vocabulary. Monitor progress through exit tickets, vocabulary checks, and common assessments, then reteach skills as needed.	Daisy Zamarripa, Yamila Borrego	May 2027										
Oct	Jan	Mar	May															
				369														

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 1: In grades 3rd - 5th grade English and Spanish in Math STAAR, there was an evident gap in Category 3: Geometry and Measurement. **Root Cause:** This concept was introduced in the scope and sequence closer to STAAR making it a rushed to teach skill.

Problem Statement 2: Systemic Underperformance in Writing Across All Grade Levels in 3rd - 5th grade. The average Writing score in Category 2 was 36% compared to Category 1: Reading which the average was 51% for 3rd grade; 48% -4th Grade English and Spanish 61% while 5th grade Reading average was at 57%. **Root Cause:** Lack of vertical writing alignment and daily Tier I-instruction focused on reading skills leaving writing instruction fragmented and isolated rather than integrated into daily literacy routines across all grade levels.

Problem Statement 3: There's a lack incorporation of writing skills provided across content areas in all grade levels impacting 3rd - 5th grades. **Root Cause:** Insufficient practice with Constructed & Extended Responses therefore students demonstrate difficulty articulating evidenced-based answers in writing, pointing to a lack of aligned rubric modeling, structured revision strategies, and daily writing stamina building.

Problem Statement 4: When examining the passing percentage across grade levels and English and Spanish instruction in the Math Category 2: Computations and Algebraic Relationships, the campus falls below 50% passing rate. It should be noted, based on the STAAR Blue Print, Category 2 is heavily tested compared to Category 1, 3, and 4. **Root Cause:** Tier I instruction is rushed from basic rules directly to abstract algorithms without ensuring students deeply understand multi-step word problems which in turn causes a gap in intermediate grades.

Problem Statement 5: 5th grade Science English and Spanish severely underperforming with over half of the students failing to meet standard grade-level expectations. **Root Cause:** There appears to be a disproportionate focus on Reading and Math instructional schedules which leave behind Science instruction in the primary grades and there's a lack of hands-on, inquire-based science instruction in the lower 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 1: By May 2027, the percentage of 3rd-grade students reading at or above grade level (this includes the Meets and Masters Level students) will increase from 40% to 50%, as measured by the SPRING 2027 STAAR RLA.

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%, 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: iReady Reading, Checkpoint data,HMH, student writing journaling, FastFocus, Countdown to STAAR and Gauntlet, LoneStar Reading, Exit Tickets, instructional specialist.

Strategy 1 Details					Reviews													
Strategy 1: Targeted Reading and Writing Instruction: Teachers will use STAAR, checkpoint, i-Ready, and formative assessment data to provide weekly small-group instruction focused on priority reading and writing TEKS, including comprehension, vocabulary, revising, editing, grammar, and constructed responses in English and Spanish. Consistent Data Monitoring and Intervention: Grade-level teams will review reading and writing data during weekly PLCs, set individual student growth goals, and provide timely reteaching, intervention, and enrichment. Progress will be monitored through common assessments, exit tickets, writing samples, and student data folders Strategy's Expected Result/Impact: Students will improve their reading comprehension, vocabulary, revising, editing, grammar, and written-response skills. Targeted small-group instruction will close learning gaps and increase the number of students achieving the MEETS level on the Spring 2027 STAAR. Staff Responsible for Monitoring: PK-2 teachers and 3rd grade teachers, Sharon Sparks and Gracie Reyna. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Analyze STAAR, checkpoints, iReady RLA, classroom assessment data to identify reading and writing gaps. Group students according to specific needs and provide targeted small-group instruction each week. Teach and reteach priority reading and writing TEKS, including comprehension, vocabulary, revising and editing, grammar, and constructed responses.</td><td>PK-2 teachers and 3rd grade teachers, Sharon Sparks and Gracie Reyna.</td><td>May 2027</td><td></td></tr></table> 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 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: Student Achievement 2, 3 Funding Sources: Title I - instructional specialist - Title One School-wide					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Analyze STAAR, checkpoints, iReady RLA, classroom assessment data to identify reading and writing gaps. Group students according to specific needs and provide targeted small-group instruction each week. Teach and reteach priority reading and writing TEKS, including comprehension, vocabulary, revising and editing, grammar, and constructed responses.	PK-2 teachers and 3rd grade teachers, Sharon Sparks and Gracie Reyna.	May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Analyze STAAR, checkpoints, iReady RLA, classroom assessment data to identify reading and writing gaps. Group students according to specific needs and provide targeted small-group instruction each week. Teach and reteach priority reading and writing TEKS, including comprehension, vocabulary, revising and editing, grammar, and constructed responses.	PK-2 teachers and 3rd grade teachers, Sharon Sparks and Gracie Reyna.	May 2027										
Oct	Jan	Mar	May															
				372														

Strategy 2 Details					Reviews													
Strategy 2: Expected Results/Impact: Teachers will identify student needs early, adjust instruction, and provide timely interventions. Regular data reviews and student goal-setting will increase student ownership, reduce achievement gaps, and support the campus goal of increasing overall MEETS performance from 36% to 45% Strategy's Expected Result/Impact: Teachers will identify student needs early, adjust instruction, and provide timely interventions. Regular data reviews and student goal-setting will increase student ownership, reduce achievement gaps, and support the campus goal of increasing overall MEETS performance from 36% to 45%. Staff Responsible for Monitoring: PK-2 teachers and 3rd grade teachers, Sharon Sparks and Gracie Reyna. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Use weekly PLCs to review student work, discuss progress, plan interventions, and adjust instruction. Administer common assessments, exit tickets, and writing tasks to monitor mastery. Maintain student data folders and conference with students regularly to review goals and progress. Provide additional intervention and enrichment based on assessment results. Monitor grade-level progress toward the Spring 2027 STAAR MEETS targets.</td><td>PK-2 teachers and 3rd grade teachers, Sharon Sparks and Gracie Reyna.</td><td>May 2027</td><td></td></tr></table> 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 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: Student Achievement 1, 2, 3, 4 Funding Sources: Title I -- instructional specialist - Title One School-wide					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Use weekly PLCs to review student work, discuss progress, plan interventions, and adjust instruction. Administer common assessments, exit tickets, and writing tasks to monitor mastery. Maintain student data folders and conference with students regularly to review goals and progress. Provide additional intervention and enrichment based on assessment results. Monitor grade-level progress toward the Spring 2027 STAAR MEETS targets.	PK-2 teachers and 3rd grade teachers, Sharon Sparks and Gracie Reyna.	May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Use weekly PLCs to review student work, discuss progress, plan interventions, and adjust instruction. Administer common assessments, exit tickets, and writing tasks to monitor mastery. Maintain student data folders and conference with students regularly to review goals and progress. Provide additional intervention and enrichment based on assessment results. Monitor grade-level progress toward the Spring 2027 STAAR MEETS targets.	PK-2 teachers and 3rd grade teachers, Sharon Sparks and Gracie Reyna.	May 2027										
Oct	Jan	Mar	May															
								373										

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: In grades 3rd - 5th grade English and Spanish in Math STAAR, there was an evident gap in Category 3: Geometry and Measurement. Root Cause: This concept was introduced in the scope and sequence closer to STAAR making it a rushed to teach skill.

Student Achievement

Problem Statement 2: Systemic Underperformance in Writing Across All Grade Levels in 3rd - 5th grade. The average Writing score in Category 2 was 36% compared to Category 1: Reading which the average was 51% for 3rd grade; 48% -4th Grade English and Spanish 61% while 5th grade Reading average was at 57%. **Root Cause:** Lack of vertical writing alignment and daily Tier I-instruction focused on reading skills leaving writing instruction fragmented and isolated rather than integrated into daily literacy routines across all grade levels.

Problem Statement 3: There's a lack incorporation of writing skills provided across content areas in all grade levels impacting 3rd - 5th grades. **Root Cause:** Insufficient practice with Constructed & Extended Responses therefore students demonstrate difficulty articulating evidenced-based answers in writing, pointing to a lack of aligned rubric modeling, structured revision strategies, and daily writing stamina building.

Problem Statement 4: When examining the passing percentage across grade levels and English and Spanish instruction in the Math Category 2: Computations and Algebraic Relationships, the campus falls below 50% passing rate. It should be noted, based on the STAAR Blue Print, Category 2 is heavily tested compared to Category 1, 3, and 4. **Root Cause:** Tier I instruction is rushed from basic rules directly to abstract algorithms without ensuring students deeply understand multi-step word problems which in turn causes a gap in intermediate 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: Kindergarten: By May 2027 the percentage of kindergarten students reading at or above grade level will increase from 45% to 60% as measured by the EOY i-Ready Diagnostic.

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%, 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: i-Ready, mClass, Checkpoints, Exit Tickets, Running Records, Teams Fluency, Seesaw, Google Classrooms.

Strategy 1 Details					Reviews													
Strategy 1: Kindergarten teachers will provide daily, explicit, systematic instruction in foundational literacy skills, including phonological awareness, phonics, letter-sound correspondence, decoding, high-frequency words, vocabulary, and comprehension. Teachers will use modeling, guided practice, frequent checks for understanding, and opportunities for students to apply skills in connected text. Campus administrators and instructional leaders will monitor implementation through walkthroughs, PLCs, and student work reviews. Strategy's Expected Result/Impact: Consistent, high-quality Tier I reading instruction will strengthen students' foundational literacy skills and accelerate reading development, resulting in an increased percentage of Kindergarten students meeting or exceeding grade-level expectations on the EOY i-Ready Diagnostic. Staff Responsible for Monitoring: Lead teacher and kindergarten teachers and assistant principal. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Kindergarten teachers will implement a daily 90-minute literacy block that includes explicit, systematic instruction in phonological awareness, phonics, decoding, vocabulary, fluency, and comprehension, with campus administrators conducting regular walkthroughs to monitor implementation and provide feedback.</td><td>Lead teacher and kindergarten teachers and assistant principal.</td><td>May 2027</td><td></td></tr></table> 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 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: Student Achievement 2 - Curriculum, Instruction, and Assessment 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Kindergarten teachers will implement a daily 90-minute literacy block that includes explicit, systematic instruction in phonological awareness, phonics, decoding, vocabulary, fluency, and comprehension, with campus administrators conducting regular walkthroughs to monitor implementation and provide feedback.	Lead teacher and kindergarten teachers and assistant principal.	May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Kindergarten teachers will implement a daily 90-minute literacy block that includes explicit, systematic instruction in phonological awareness, phonics, decoding, vocabulary, fluency, and comprehension, with campus administrators conducting regular walkthroughs to monitor implementation and provide feedback.	Lead teacher and kindergarten teachers and assistant principal.	May 2027										
Oct	Jan	Mar	May															
								376										

Strategy 2 Details					Reviews													
Strategy 2: Kindergarten teachers will analyze i-Ready Diagnostic, progress-monitoring, and classroom assessment data during PLCs to identify specific reading skill gaps. Students performing below grade level will receive targeted small-group instruction and intervention based on identified needs. Student progress will be monitored regularly, and groups and instructional strategies will be adjusted based on evidence of mastery and growth. Strategy's Expected Result/Impact: Students who are below grade level will receive timely, targeted instruction addressing specific skill deficits. Regular progress monitoring and instructional adjustments will accelerate student growth and support the campus goal of increasing Kindergarten students reading at or above grade level from 45% to at least 60% by May 2027. Staff Responsible for Monitoring: Lead teacher and kindergarten teachers and assistant principal. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Kindergarten teachers will meet during PLCs to analyze i-Ready and classroom assessment data, identify students who are below grade level, create targeted small groups based on specific skill deficits, and adjust instruction and interventions according to student progress.</td><td>Lead teacher and kindergarten teachers and assistant principal.</td><td>May 2027</td><td></td></tr></table> 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 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: Student Achievement 2, 3					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Kindergarten teachers will meet during PLCs to analyze i-Ready and classroom assessment data, identify students who are below grade level, create targeted small groups based on specific skill deficits, and adjust instruction and interventions according to student progress.	Lead teacher and kindergarten teachers and assistant principal.	May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Kindergarten teachers will meet during PLCs to analyze i-Ready and classroom assessment data, identify students who are below grade level, create targeted small groups based on specific skill deficits, and adjust instruction and interventions according to student progress.	Lead teacher and kindergarten teachers and assistant principal.	May 2027										
Oct	Jan	Mar	May															
								377										

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: Systemic Underperformance in Writing Across All Grade Levels in 3rd - 5th grade. The average Writing score in Category 2 was 36% compared to Category 1: Reading which the average was 51% for 3rd grade; 48% -4th Grade English and Spanish 61% while 5th grade Reading average was at 57%. Root Cause: Lack of vertical writing alignment and daily Tier I-instruction focused on reading skills leaving writing instruction fragmented and isolated rather than integrated into daily literacy routines across all grade levels.

Student Achievement

Problem Statement 3: There's a lack incorporation of writing skills provided across content areas in all grade levels impacting 3rd - 5th grades. **Root Cause:** Insufficient practice with Constructed & Extended Responses therefore students demonstrate difficulty articulating evidenced-based answers in writing, pointing to a lack of aligned rubric modeling, structured revision strategies, and daily writing stamina building.

Curriculum, Instruction, and Assessment

Problem Statement 1: 1. Student Performance: Some students continue to struggle with mastering grade-level TEKS despite having access to district resources and intervention programs. 2. Differentiated Support: Student learning needs vary significantly, making it challenging to provide the appropriate level of rigor, intervention, and enrichment for every student. **Root Cause:** 1. Learning Gaps: Some students enter the grade level with unfinished learning or gaps in prerequisite skills, making it more difficult to master current grade-level TEKS. Individual. 2. Learning Needs: Students have different academic needs and learning rates, requiring additional small-group instruction, differentiated activities, and targeted practice

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: 1st Grade: By May 2027 the percentage of first grade students reading at or above grade level will increase from 16% to 60% as measured by the EOY i-Ready Diagnostic.

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%, 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: BOY, EOY, EOY i-Ready, running records

Strategy 1 Details					Reviews													
Strategy 1: First-grade teachers will provide daily, explicit, and systematic foundational reading instruction with fidelity, following the adopted phonics program's scope and sequence. Instruction will include teacher modeling, guided practice, frequent opportunities for student response, decoding practice, and application of skills in connected text. Teachers will use ongoing formative assessments to identify misconceptions and adjust instruction. Strategy's Expected Result/Impact: Students will demonstrate increased mastery of grade-level foundational reading skills, including phonemic awareness, decoding, automatic word recognition, and fluency. Consistent implementation of systematic instruction will reduce foundational skill gaps and contribute to an increase in the percentage of first-grade students reading at or above grade level from 16% to 60% by May 2027. Staff Responsible for Monitoring: 1st grade teachers and assistant principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Campus administrators will conduct weekly walkthroughs of first-grade classrooms to monitor the fidelity and quality of foundational reading instruction, including phonemic awareness, phonics, decoding, high-frequency words, fluency, and opportunities for students to apply skills in connected text. Teachers will receive timely, actionable feedback based on walkthrough evidence.</td><td>Administrators</td><td>May 2027</td><td></td></tr></table> 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 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 - Student Achievement 3 - Curriculum, Instruction, and Assessment 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Campus administrators will conduct weekly walkthroughs of first-grade classrooms to monitor the fidelity and quality of foundational reading instruction, including phonemic awareness, phonics, decoding, high-frequency words, fluency, and opportunities for students to apply skills in connected text. Teachers will receive timely, actionable feedback based on walkthrough evidence.	Administrators	May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Campus administrators will conduct weekly walkthroughs of first-grade classrooms to monitor the fidelity and quality of foundational reading instruction, including phonemic awareness, phonics, decoding, high-frequency words, fluency, and opportunities for students to apply skills in connected text. Teachers will receive timely, actionable feedback based on walkthrough evidence.	Administrators	May 2027										
Oct	Jan	Mar	May															
								380										

Strategy 2 Details					Reviews													
Strategy 2: First-grade teachers will participate in weekly data-driven PLCs to analyze i-Ready, formative assessment, and progress-monitoring data; identify students' specific reading skill deficits; establish flexible instructional groups; and determine targeted interventions and next instructional steps. Student progress will be reviewed regularly, and groups will be adjusted based on evidence of mastery. Strategy's Expected Result/Impact: Students performing below grade level will receive timely and targeted instruction addressing their specific reading deficits. Frequent progress monitoring and regrouping will allow teachers to respond quickly when students are not making adequate progress, resulting in accelerated reading growth, fewer students requiring intensive intervention, and increased achievement on the EOY i-Ready Diagnostic. Staff Responsible for Monitoring: 1st grade teachers and AP <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Campus administrators will conduct weekly walkthroughs of first-grade classrooms to monitor the fidelity and quality of foundational reading instruction, including phonemic awareness, phonics, decoding, high-frequency words, fluency, and opportunities for students to apply skills in connected text. Teachers will receive timely, actionable feedback based on walkthrough evidence.</td><td>administrators</td><td>May 2027</td><td></td></tr></table> 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 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: Student Achievement 2, 3 - Family and Community Engagement 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Campus administrators will conduct weekly walkthroughs of first-grade classrooms to monitor the fidelity and quality of foundational reading instruction, including phonemic awareness, phonics, decoding, high-frequency words, fluency, and opportunities for students to apply skills in connected text. Teachers will receive timely, actionable feedback based on walkthrough evidence.	administrators	May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Campus administrators will conduct weekly walkthroughs of first-grade classrooms to monitor the fidelity and quality of foundational reading instruction, including phonemic awareness, phonics, decoding, high-frequency words, fluency, and opportunities for students to apply skills in connected text. Teachers will receive timely, actionable feedback based on walkthrough evidence.	administrators	May 2027										
Oct	Jan	Mar	May															
								381										

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Demographics	
Problem Statement 1: Out of an active enrollment of 573 students, 33 individual students (~5.8% of the student body) have reached the severe threshold of receiving one or more formal truancy court filings, generating 38 campus-submitted truancy contacts. Root Cause: A lack of early systematic interventions, unaddressed socio-economic or transportation barriers for economically disadvantaged families, and insufficient real-time tracking of initial unexcused absences allow attendance issues to escalate to legal court filings.	
Student Achievement	
Problem Statement 2: Systemic Underperformance in Writing Across All Grade Levels in 3rd - 5th grade. The average Writing score in Category 2 was 36% compared to Category 1: Reading which the average was 51% for 3rd grade; 48% -4th Grade English and Spanish 61% while 5th grade Reading average was at 57%. Root Cause: Lack of vertical writing alignment and daily Tier I-instruction focused on reading skills leaving writing instruction fragmented and isolated rather than integrated into daily literacy routines across all grade levels. Problem Statement 3: There's a lack incorporation of writing skills provided across content areas in all grade levels impacting 3rd - 5th grades. Root Cause: Insufficient practice with Constructed & Extended Responses therefore students demonstrate difficulty articulating evidenced-based answers in writing, pointing to a lack of aligned rubric modeling, structured revision strategies, and daily writing stamina building.	
Curriculum, Instruction, and Assessment	
Problem Statement 1: 1. Student Performance: Some students continue to struggle with mastering grade-level TEKS despite having access to district resources and intervention programs. 2. Differentiated Support: Student learning needs vary significantly, making it challenging to provide the appropriate level of rigor, intervention, and enrichment for every student. Root Cause: 1.Learning Gaps: Some students enter the grade level with unfinished learning or gaps in prerequisite skills, making it more difficult to master current grade-level TEKS. Individual. 2.Learning Needs: Students have different academic needs and learning rates, requiring additional small-group instruction, differentiated activities, and targeted practice	
Family and Community Engagement	
Problem Statement 1: Although the campus offers a variety of family engagement opportunities, consistent family participation remains a challenge. There is a need to increase participation while strengthening school-home partnerships that support student academic success. Root Cause: Family participation may be limited due to scheduling conflicts, communication barriers, and families being unaware of available engagement opportunities. Additionally, some families may need more flexible and accessible ways to participate and support student learning at home .A primary root cause is transportation and distance, as some families live approximately 27 miles away in Pleasant Farms.	

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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 4: By May 2027, the percentage of Pre-K scholars demonstrating mastery of Phonological Awareness/ELAR Overall, as measured by the EOY CLI Assessment, will increase from 64% in Spring 2026 to 72% for English-language scholars and from 76% in Spring 2026 to 84% for Spanish-language scholars.

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%, 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%, 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: CLI, student work samples, and teachers weekly check for mastery of letter sounds and letter identification.

Strategy 1 Details					Reviews													
Strategy 1: Implement Daily Explicit Phonological Awareness Instruction: Teachers will provide intentional daily instruction and practice in phonological awareness skills such as rhyming, alliteration, syllable segmentation and blending, and beginning sound identification. Instruction will incorporate modeling, oral practice, movement, songs, manipulatives, and language-appropriate supports. Strategy's Expected Result/Impact: Scholars will develop stronger foundational literacy and sound-awareness skills in their language of instruction. Consistent practice will address early literacy gaps and contribute to increasing mastery to 72% for English-language scholars and 84% for Spanish-language scholars on the EOY CLI Assessment. Staff Responsible for Monitoring: PK teachers & administrators as well as the TOR-Garibay <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Weekly PLC, review student journals, weekly letter knowledge and recognition progress.</td><td>PK teachers & administrators as well as the TOR-Garibay</td><td>May 2027</td><td></td></tr></table> Title I: 2.51, 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 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: Student Achievement 3 - Curriculum, Instruction, and Assessment 1 - Family and Community Engagement 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Weekly PLC, review student journals, weekly letter knowledge and recognition progress.	PK teachers & administrators as well as the TOR-Garibay	May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Weekly PLC, review student journals, weekly letter knowledge and recognition progress.	PK teachers & administrators as well as the TOR-Garibay	May 2027										
Oct	Jan	Mar	May															
								384										

Strategy 2 Details					Reviews													
Strategy 2: Use CLI Data to Differentiate Instruction: Teachers will analyze BOY, MOY, and progress-monitoring data during PLCs to identify specific skill gaps, create flexible instructional groups, and provide targeted literacy instruction. Groups will be adjusted as scholars demonstrate mastery or require additional intervention. Strategy's Expected Result/Impact: Scholars who are not demonstrating mastery will receive early, targeted support before literacy gaps become more significant. Ongoing progress monitoring and flexible grouping will accelerate growth and increase the number of scholars meeting or exceeding EOY CLI expectations in both English and Spanish. Staff Responsible for Monitoring: PK teachers and administrators <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Weekly PLC, student work samples, and walkthroughs. Teachers will bring student work samples to PLC.</td><td>PK teachers, administrators, and TOR</td><td>May 2027</td><td></td></tr></table> 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 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: Student Achievement 3					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Weekly PLC, student work samples, and walkthroughs. Teachers will bring student work samples to PLC.	PK teachers, administrators, and TOR	May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Weekly PLC, student work samples, and walkthroughs. Teachers will bring student work samples to PLC.	PK teachers, administrators, and TOR	May 2027										
Oct	Jan	Mar	May															
				385														

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 3: There's a lack incorporation of writing skills provided across content areas in all grade levels impacting 3rd - 5th grades. Root Cause: Insufficient practice with Constructed & Extended Responses therefore students demonstrate difficulty articulating evidenced-based answers in writing, pointing to a lack of aligned rubric modeling, structured revision strategies, and daily writing stamina building.

Curriculum, Instruction, and Assessment

Problem Statement 1: 1. Student Performance: Some students continue to struggle with mastering grade-level TEKS despite having access to district resources and intervention programs. 2. Differentiated Support: Student learning needs vary significantly, making it challenging to provide the appropriate level of rigor, intervention, and enrichment for every student. **Root Cause:** 1.Learning Gaps: Some students enter the grade level with unfinished learning or gaps in prerequisite skills, making it more difficult to master current grade-level TEKS. Individual. 2.Learning Needs: Students have different academic needs and learning rates, requiring additional small-group instruction, differentiated activities, and targeted practice

Family and Community Engagement

Problem Statement 1: Although the campus offers a variety of family engagement opportunities, consistent family participation remains a challenge. There is a need to increase participation while strengthening school-home partnerships that support student academic success. **Root Cause:** Family participation may be limited due to scheduling conflicts, communication barriers, and families being unaware of available engagement opportunities. Additionally, some families may need more flexible and accessible ways to participate and support student learning at home .A primary root cause is transportation and distance, as some families live approximately 27 miles away in Pleasant Farms.

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 5: By the end of the school year, at least 35% of K-5 Emergent Bilingual students at Lauro Cavazos Elementary will achieve an Advanced or Advanced High composite proficiency rating on the TELPAS, increasing from the baseline of 20.7% (56 out of 271 students). Additionally, student performance at the Beginning composite level will decrease from 36.5% to below 25% by targeting accelerated growth in Speaking and Writing.

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%, 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: SummitK12, student journals, Fluency reading, WICOR strategies in RLA

Strategy 1 Details					Reviews													
Strategy 1: Structured Sentence Frames and Speaking Routines (Focus: Speaking & Oral Fluency) - integrate structured academic conversations into daily Tier 1 instruction across all content areas using linguistic sentence frames, sentence starters, and "Turn and Talk" protocols (e.g., QSSSA: Question, Signal, Stem, Share, Assess). Focus Area: Addresses speaking bottlenecks--particularly in Kindergarten and Grades 2-3, where 32% to 96% of students currently score at the Beginning speaking level. Strategy's Expected Result/Impact: Composite Growth: Increase the proportion of K-5 EB students scoring Advanced / Advanced High on the TELPAS composite rating from 20.7% (56 students) to [?] 35% (~95 students). Staff Responsible for Monitoring: EB teachers and administrators <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Establish Bi-Weekly Data Tracking & Targeted Small-Group Intervention Form grade-level PLC data teams to monitor Emergent Bilingual student progress by examining SummitK12 usage and student journals.</td><td>EB teachers and administrators</td><td>May 2027</td><td></td></tr></table> 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 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 3 - Student Achievement 3 - Curriculum, Instruction, and Assessment 1 - Family and Community Engagement 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Establish Bi-Weekly Data Tracking & Targeted Small-Group Intervention Form grade-level PLC data teams to monitor Emergent Bilingual student progress by examining SummitK12 usage and student journals.	EB teachers and administrators	May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Establish Bi-Weekly Data Tracking & Targeted Small-Group Intervention Form grade-level PLC data teams to monitor Emergent Bilingual student progress by examining SummitK12 usage and student journals.	EB teachers and administrators	May 2027										
Oct	Jan	Mar	May															
								388										

Strategy 2 Details					Reviews													
Strategy 2: Cross-Curricular Scaffolded Interactive Writing (Focus: Writing & Literacy). Utilize sentence expansion exercises, visual graphic organizers, and word banks during daily writing tasks in Reading Language Arts, Science, and Social Studies. Teachers will model academic language structures and incorporate micro-writing opportunities across all subjects. Focus Area: Directly supports K-2 students transitioning from non-writing or Beginning levels (e.g., 96% Beginning in K and 88% in Grade 2) to Intermediate and Advanced writing standards. Strategy's Expected Result/Impact: Reduction in Beginning Levels: Decrease the overall percentage of K-5 students at the Beginning composite level from 36.5% (99 students) to < 25% (< 68 students). Domain Progress: Achieve a 15% increase in K-5 students progressing to Intermediate or higher in Speaking. Achieve a 20% increase in Grades 1-5 students attaining Advanced or Advanced High ratings in Writing. Staff Responsible for Monitoring: EB teachers and administrators <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Conduct Campus-Wide Professional Development on Scaffolding & Academic Language Stems Provide hands-on professional development for all K-5 core content teachers (RLA, Math, Science, Social Studies) on integrating sentence frames, visual anchors, and structured speaking strategies (e.g., QSSSA) into daily lesson plans. MCLs and administrators will follow with bi-weekly classroom walkthroughs and feedback cycles to ensure explicit language modeling in every classroom. Equips teachers across all grade levels to systematically build student confidence in speaking and writing proficiency.</td><td>EB teachers and administrators and MCLs.</td><td>May 2027</td><td></td></tr></table> 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 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: Student Achievement 2, 3					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Conduct Campus-Wide Professional Development on Scaffolding & Academic Language Stems Provide hands-on professional development for all K-5 core content teachers (RLA, Math, Science, Social Studies) on integrating sentence frames, visual anchors, and structured speaking strategies (e.g., QSSSA) into daily lesson plans. MCLs and administrators will follow with bi-weekly classroom walkthroughs and feedback cycles to ensure explicit language modeling in every classroom. Equips teachers across all grade levels to systematically build student confidence in speaking and writing proficiency.	EB teachers and administrators and MCLs.	May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
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Oct	Jan	Mar	May															
				389														

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 5 Problem Statements:

Demographics	
Problem Statement 3: Students classified as Economically Disadvantaged represent the overwhelming majority of discipline referrals, making up 88.6% of all disciplined students (31 of 35) and accumulating 248 assigned disciplinary days. Root Cause: Insufficient campus-wide Positive Behavioral Interventions and Supports (PBIS) and a gap in trauma-informed behavior management strategies that address the underlying socio-economic stressors affecting students.	
Student Achievement	
Problem Statement 2: Systemic Underperformance in Writing Across All Grade Levels in 3rd - 5th grade. The average Writing score in Category 2 was 36% compared to Category 1: Reading which the average was 51% for 3rd grade; 48% -4th Grade English and Spanish 61% while 5th grade Reading average was at 57%. Root Cause: Lack of vertical writing alignment and daily Tier I-instruction focused on reading skills leaving writing instruction fragmented and isolated rather than integrated into daily literacy routines across all grade levels.	
Problem Statement 3: There's a lack incorporation of writing skills provided across content areas in all grade levels impacting 3rd - 5th grades. Root Cause: Insufficient practice with Constructed & Extended Responses therefore students demonstrate difficulty articulating evidenced-based answers in writing, pointing to a lack of aligned rubric modeling, structured revision strategies, and daily writing stamina building.	
Curriculum, Instruction, and Assessment	
Problem Statement 1: 1. Student Performance: Some students continue to struggle with mastering grade-level TEKS despite having access to district resources and intervention programs. 2. Differentiated Support: Student learning needs vary significantly, making it challenging to provide the appropriate level of rigor, intervention, and enrichment for every student. Root Cause: 1.Learning Gaps: Some students enter the grade level with unfinished learning or gaps in prerequisite skills, making it more difficult to master current grade-level TEKS. Individual. 2.Learning Needs: Students have different academic needs and learning rates, requiring additional small-group instruction, differentiated activities, and targeted practice	
Family and Community Engagement	
Problem Statement 1: Although the campus offers a variety of family engagement opportunities, consistent family participation remains a challenge. There is a need to increase participation while strengthening school-home partnerships that support student academic success. Root Cause: Family participation may be limited due to scheduling conflicts, communication barriers, and families being unaware of available engagement opportunities. Additionally, some families may need more flexible and accessible ways to participate and support student learning at home .A primary root cause is transportation and distance, as some families live approximately 27 miles away in Pleasant Farms.	

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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: By the end of the 2026-2027 school year, Cavazos Elementary will reduce student discipline referrals and repeated behavior incidents by 10% through consistent implementation of campus-wide behavior expectations, positive reinforcement, restorative practices, and proactive classroom management strategies. Progress will be monitored through discipline referral data, behavior documentation, and student response to interventions.

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%, 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%, 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: Discipline data reports and number of referrals

Strategy 1 Details					Reviews													
Strategy 1: By the end of the 2026-2027 school year, the campus will use Panorama Student Survey data to increase students' sense of belonging and school connectedness by 10%. The campus will strengthen positive relationships, student voice, recognition, and understanding of school expectations so students feel valued, supported, and motivated to grow academically and socially. Strategy's Expected Result/Impact: We will increase the School Connectedness area by 8% in the Panorama Survey by May 2027. Staff Responsible for Monitoring: Campus Principal, Assistant Principal, School Counselor, Classroom Teachers, and designated behavior/support staff. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Student and staff will receive public recognition through the morning announcements and the campus will send positive notes home. The school counselor and CIS will also celebrate student progress in academic areas.</td><td>Principal and AP, counselor, and CIS</td><td>May 2027</td><td></td></tr></table> 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 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, 2 Funding Sources: Title 1 Representative - Title One School-wide					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Student and staff will receive public recognition through the morning announcements and the campus will send positive notes home. The school counselor and CIS will also celebrate student progress in academic areas.	Principal and AP, counselor, and CIS	May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
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Oct	Jan	Mar	May															
								392										

Strategy 2 Details					Reviews													
Strategy 2: By the Spring 2027 Panorama students will report an increase of 10% of feeling valued, supported, safe, and connected to their teachers, peers, and school. Students will better understand campus expectations and take greater ownership of their growth. Strategy's Expected Result/Impact: Students will feel a sense of belonging and value. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers, Family Engagement/Title I Coordinator, and Campus Support Staff. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Review Panorama Survey data to identify areas of low student connectedness. Conduct regular student check-ins and provide opportunities for student voice. Recognize students for academic growth, attendance, behavior, and personal accomplishments. Provide campus activities and celebrations that build school pride and belonging. Increase positive family communication and engagement opportunities. Monitor attendance, behavior, participation, and student retention throughout the year. Reteach and reinforce campus expectations and values consistently.</td><td>Principals, AP, Teachers, Staff.</td><td>Spring 2027</td><td></td></tr></table> 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 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, 3 Funding Sources: Title One Specialist - Title One School-wide					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Review Panorama Survey data to identify areas of low student connectedness. Conduct regular student check-ins and provide opportunities for student voice. Recognize students for academic growth, attendance, behavior, and personal accomplishments. Provide campus activities and celebrations that build school pride and belonging. Increase positive family communication and engagement opportunities. Monitor attendance, behavior, participation, and student retention throughout the year. Reteach and reinforce campus expectations and values consistently.	Principals, AP, Teachers, Staff.	Spring 2027		Formative			Summative
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Oct	Jan	Mar	May															
				393														

Strategy 3 Details					Reviews													
Strategy 3: The campus will define clear expectations and explicitly teach 3-5 universal behavior expectations across all common areas (classrooms, hallways, cafeteria, playground); this will support the reduction in student referrals. Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, the campus will reduce discipline referrals by 10% through consistent behavior expectations, positive reinforcement, and proactive behavior interventions to promote a safe and supportive learning environment. Staff Responsible for Monitoring: All Staff <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Establish and consistently teach campus-wide behavior expectations and procedures. Implement the Emergent Tree behavior plan consistently across classrooms and common areas. Use positive reinforcement and recognition to encourage appropriate student behavior. Provide Tier 1 behavior supports, including modeling, reteaching expectations, and restorative conversations. Monitor discipline referrals and behavior data regularly to identify patterns and students needing additional support. Maintain consistent communication with families regarding behavior concerns, interventions, and student progress. Provide staff with professional development and ongoing support in classroom management and behavior intervention strategies.</td><td>All Staff</td><td>May 2027</td><td></td></tr></table> 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 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 2 - Family and Community Engagement 1 Funding Sources: Title 1 Specialist - Title One School-wide					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Establish and consistently teach campus-wide behavior expectations and procedures. Implement the Emergent Tree behavior plan consistently across classrooms and common areas. Use positive reinforcement and recognition to encourage appropriate student behavior. Provide Tier 1 behavior supports, including modeling, reteaching expectations, and restorative conversations. Monitor discipline referrals and behavior data regularly to identify patterns and students needing additional support. Maintain consistent communication with families regarding behavior concerns, interventions, and student progress. Provide staff with professional development and ongoing support in classroom management and behavior intervention strategies.	All Staff	May 2027		Formative			Summative
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Oct	Jan	Mar	May															
				394														

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Out of an active enrollment of 573 students, 33 individual students (~5.8% of the student body) have reached the severe threshold of receiving one or more formal truancy court filings, generating 38 campus-submitted truancy contacts. **Root Cause:** A lack of early systematic interventions, unaddressed socio-economic or transportation barriers for economically disadvantaged families, and insufficient real-time tracking of initial unexcused absences allow attendance issues to escalate to legal court filings.

Problem Statement 2: Disciplinary removals are disproportionately concentrated among male students, who account for 91.4% of all disciplined students (32 of 35) and 97.0% of total assigned disciplinary days (256 of 264 days), leading to significant loss of core instructional time. **Root Cause:** A reliance on exclusionary discipline practices (such as out-of-school suspensions or ISS) for behavioral infractions, combined with a lack of targeted proactive behavior supports, social-emotional learning (SEL) interventions, and restorative practices tailored for male students.

School Culture and Climate

Problem Statement 1: 205 students in 3rd - 5th grade indicated a low agreement of 38% with the question, "How much respect do students at your school show you?" **Root Cause:** Students have not been consistently taught or held accountable to standardized, actionable behaviors for showing peer-to-peer respect, active listening, and conflict resolution during unstructured times such as recess, cafeteria, hallway transitions.

Problem Statement 2: 206 students only 53% responded favorably to, "When you are at school, how much do you feel like you belong?" **Root Cause:** Lack of consistent opportunities for students to build meaningful relationships with trusted adults and peers, limited student voice and participation in the school community.

Problem Statement 3: Based on the Panorama Spring 2026 teacher survey, only 41% of the staff believe the campus environment is positive place. **Root Cause:** There's a lack of consistent operational and behavioral supports, insufficient recognition and two-way communication channels, as well as inconsistent campus climate reinforcement.

Family and Community Engagement

Problem Statement 1: Although the campus offers a variety of family engagement opportunities, consistent family participation remains a challenge. There is a need to increase participation while strengthening school-home partnerships that support student academic success. **Root Cause:** Family participation may be limited due to scheduling conflicts, communication barriers, and families being unaware of available engagement opportunities. Additionally, some families may need more flexible and accessible ways to participate and support student learning at home. A primary root cause is transportation and distance, as some families live approximately 27 miles away in Pleasant Farms.

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 2026-2027 school year, the campus will maintain an average daily attendance rate of 95% or higher by consistently monitoring attendance, communicating with families, providing targeted support, and recognizing grade levels through weekly attendance celebrations and incentives to promote positive attendance habits and school engagement.

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%, 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%, 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 and six week attendance data

Strategy 1 Details					Reviews													
Strategy 1: Students will demonstrate an increased sense of belonging, school pride, and connection to Cavazos Elementary. This will positively impact student engagement, attendance, behavior, academic growth, family involvement, and student retention. Strategy's Expected Result/Impact: Student attendance will increase. Staff Responsible for Monitoring: All Staff <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Pull and review daily attendance reports to monitor grade-level attendance. Recognize grade levels that meet the 95% daily attendance goal. Use a "Spin the Wheel" attendance incentive to celebrate qualifying grade levels. Provide weekly grade-level attendance celebrations and recognition. Communicate attendance progress and celebrations with students, staff, and families. Provide targeted follow-up and family communication for students with frequent absences.</td><td>Principals, Records Clerk</td><td>May 2027</td><td></td></tr></table> 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 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, 3 Funding Sources: Title 1 Representative - Title One School-wide					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Pull and review daily attendance reports to monitor grade-level attendance. Recognize grade levels that meet the 95% daily attendance goal. Use a "Spin the Wheel" attendance incentive to celebrate qualifying grade levels. Provide weekly grade-level attendance celebrations and recognition. Communicate attendance progress and celebrations with students, staff, and families. Provide targeted follow-up and family communication for students with frequent absences.	Principals, Records Clerk	May 2027		Formative			Summative
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Oct	Jan	Mar	May															
								397										

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: 205 students in 3rd - 5th grade indicated a low agreement of 38% with the question, "How much respect do students at your school show you?" Root Cause: Students have not been consistently taught or held accountable to standardized, actionable behaviors for showing peer-to-peer respect, active listening, and conflict resolution during unstructured times such as recess, cafeteria, hallway transitions.

School Culture and Climate

Problem Statement 2: 206 students only 53% responded favorably to, "When you are at school, how much do you feel like you belong?" **Root Cause:** Lack of consistent opportunities for students to build meaningful relationships with trusted adults and peers, limited student voice and participation in the school community.

Problem Statement 3: Based on the Panorama Spring 2026 teacher survey, only 41% of the staff believe the campus environment is positive place. **Root Cause:** There's a lack of consistent operational and behavioral supports, insufficient recognition and two-way communication channels, as well as inconsistent campus climate reinforcement.

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, teachers will strengthen classroom excellence by consistently providing standards-aligned, engaging, and differentiated instruction. Progress will be measured through walkthrough data, student achievement results, lesson plans, and evidence of student engagement and academic growth

HB3 Board Goal

Evaluation Data Sources: Classroom walkthroughs and formal observations

Lesson plans and standards alignment

Student assessment and STAAR data

District checkpoints and common assessments

i-Ready and ST Math progress reports

Student work samples and data folders

PLC documentation and intervention records

Student engagement and participation data

Strategy 1 Details					Reviews													
Strategy 1: Teachers will use weekly planning and PLC meetings to analyze student data, align lessons to the TEKS, plan engaging instruction, and identify students needing additional support or enrichment. Strategy's Expected Result/Impact: Teachers will consistently deliver rigorous, TEKS-aligned lessons based on student data. As a result, student engagement, mastery of grade-level standards, and performance on classroom assessments, district checkpoints, and STAAR will increase. Staff Responsible for Monitoring: All Cavazos Staff <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Conduct weekly grade-level planning meetings and PLCs to align instruction with the TEKS and district curriculum. Analyze assessment data to identify student strengths, learning gaps, and priority standards. Develop rigorous, engaging lessons using district-approved resources and research-based strategies. Use formative assessments, exit tickets, and student work to monitor mastery and adjust instruction. Provide coaching, modeling, and feedback through MCL support, walkthroughs, and classroom observations. Review student progress regularly and provide targeted reteaching or enrichment</td><td>All Cavazos Staff</td><td>May 2027</td><td></td></tr></table> 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 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 - Curriculum, Instruction, and Assessment 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Conduct weekly grade-level planning meetings and PLCs to align instruction with the TEKS and district curriculum. Analyze assessment data to identify student strengths, learning gaps, and priority standards. Develop rigorous, engaging lessons using district-approved resources and research-based strategies. Use formative assessments, exit tickets, and student work to monitor mastery and adjust instruction. Provide coaching, modeling, and feedback through MCL support, walkthroughs, and classroom observations. Review student progress regularly and provide targeted reteaching or enrichment	All Cavazos Staff	May 2027		Formative			Summative
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Oct	Jan	Mar	May															
								400										

Strategy 2 Details					Reviews													
Strategy 2: Teachers will provide targeted small-group instruction, use research-based strategies and appropriate accommodations, and monitor student progress through checkpoints, exit tickets, student work, and digital learning programs. Strategy's Expected Result/Impact: Students will receive instruction tailored to their individual academic needs through targeted small groups, appropriate accommodations, and timely interventions. As a result, learning gaps will decrease, student engagement and confidence will improve, and more students will demonstrate growth and mastery on classroom assessments, district checkpoints, and STAAR. Staff Responsible for Monitoring: All Cavazos Staff <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Use assessment data to group students according to specific academic needs. Provide targeted small-group instruction, intervention, reteaching, and enrichment. Implement appropriate accommodations and differentiated learning activities for SPED, emergent bilingual, and advanced learners. Use manipulatives, visuals, technology, and research-based instructional strategies to support different learning styles. Monitor progress through exit tickets, student work, district checkpoints, i-Ready, and ST Math data. Conduct regular student conferences to review goals, celebrate growth, and identify next steps. Adjust student groups and instructional plans based on ongoing progress-monitoring data.</td><td>All Cavazos Staff</td><td>May 2027</td><td></td></tr></table> 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 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: Curriculum, Instruction, and Assessment 1 Funding Sources: Title One - Title One School-wide					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Use assessment data to group students according to specific academic needs. Provide targeted small-group instruction, intervention, reteaching, and enrichment. Implement appropriate accommodations and differentiated learning activities for SPED, emergent bilingual, and advanced learners. Use manipulatives, visuals, technology, and research-based instructional strategies to support different learning styles. Monitor progress through exit tickets, student work, district checkpoints, i-Ready, and ST Math data. Conduct regular student conferences to review goals, celebrate growth, and identify next steps. Adjust student groups and instructional plans based on ongoing progress-monitoring data.	All Cavazos Staff	May 2027		Formative			Summative
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Oct	Jan	Mar	May															
								401										

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: 205 students in 3rd - 5th grade indicated a low agreement of 38% with the question, "How much respect do students at your school show you?" **Root Cause:** Students have not been consistently taught or held accountable to standardized, actionable behaviors for showing peer-to-peer respect, active listening, and conflict resolution during unstructured times such as recess, cafeteria, hallway transitions.

Curriculum, Instruction, and Assessment

Problem Statement 1: 1. Student Performance: Some students continue to struggle with mastering grade-level TEKS despite having access to district resources and intervention programs. 2. Differentiated Support: Student learning needs vary significantly, making it challenging to provide the appropriate level of rigor, intervention, and enrichment for every student. **Root Cause:** 1. Learning Gaps: Some students enter the grade level with unfinished learning or gaps in prerequisite skills, making it more difficult to master current grade-level TEKS. Individual. 2. Learning Needs: Students have different academic needs and learning rates, requiring additional small-group instruction, differentiated activities, and targeted practice

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, Cavazos Elementary will improve the student attendance rate by implementing consistent attendance monitoring, family communication, and targeted interventions. The campus will reduce chronic absenteeism and increase the percentage of students maintaining at least a 95% attendance rate, as measured by district attendance records.

HB3 Board Goal

Evaluation Data Sources: Daily student attendance records

Campus and district attendance reports

Chronic absenteeism data

Student tardy and early-release records

Parent contact and conference documentation

Attendance intervention plans and follow-up records

Weekly and monthly attendance trend reports

End-of-year attendance comparison data

Strategy 1 Details					Reviews													
Strategy 1: Attendance Monitoring and Early Intervention Monitor student attendance weekly to identify patterns of absences and tardiness. Provide early, targeted interventions for students at risk of chronic absenteeism. Strategy's Expected Result/Impact: Weekly monitoring and early intervention will help identify students with attendance concerns before they become chronically absent. As a result, student absences and tardiness will decrease, attendance rates will improve, and students will receive more consistent instructional time, leading to stronger academic achievement. Staff Responsible for Monitoring: All Staff <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Review student attendance and tardiness data weekly. Identify students who demonstrate patterns of frequent absences, tardiness, or early checkouts. Contact parents or guardians promptly to discuss attendance concerns and offer support. Conduct attendance conferences and develop individualized attendance improvement plans when needed. Collaborate with the counselor, attendance clerk, teachers, administrators, and district personnel to address barriers. Provide referrals to school or community resources for families needing additional assistance. Document all parent contacts, interventions, and student progress. Review intervention results regularly and adjust support based on student needs.</td><td>All Staff</td><td>May 2027</td><td></td></tr></table> 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 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, 2					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Review student attendance and tardiness data weekly. Identify students who demonstrate patterns of frequent absences, tardiness, or early checkouts. Contact parents or guardians promptly to discuss attendance concerns and offer support. Conduct attendance conferences and develop individualized attendance improvement plans when needed. Collaborate with the counselor, attendance clerk, teachers, administrators, and district personnel to address barriers. Provide referrals to school or community resources for families needing additional assistance. Document all parent contacts, interventions, and student progress. Review intervention results regularly and adjust support based on student needs.	All Staff	May 2027		Formative			Summative
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Oct	Jan	Mar	May															
								404										

Strategy 2 Details					Reviews													
Strategy 2: Family Engagement and Attendance Incentives Strengthen communication with families about the importance of regular attendance and recognize students and classes for improved and consistent attendance. Strategy's Expected Result/Impact: Consistent family communication, attendance education, and student incentives will increase awareness of the importance of daily attendance. As a result, family engagement will improve, student absences and tardiness will decrease, and more students will maintain a 95% or higher attendance rate. Staff Responsible for Monitoring: All Staff <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Share clear attendance expectations with families through newsletters, phone calls, social media, and parent meetings. Provide families with regular updates about their child's attendance, tardiness, and progress. Educate students and families about how regular attendance supports academic success. Recognize students and classes for excellent or improved attendance through certificates, announcements, Cougar Cash, or monthly celebrations. Create grade-level or classroom attendance challenges to encourage consistent attendance. Survey families to identify transportation, health, or scheduling barriers that affect attendance. Connect families with campus and community resources to address identified barriers. Review incentive participation and attendance data monthly to determine effectiveness and make adjustments.</td><td>All Staff</td><td>May 2027</td><td></td></tr></table> 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 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: Family and Community Engagement 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Share clear attendance expectations with families through newsletters, phone calls, social media, and parent meetings. Provide families with regular updates about their child's attendance, tardiness, and progress. Educate students and families about how regular attendance supports academic success. Recognize students and classes for excellent or improved attendance through certificates, announcements, Cougar Cash, or monthly celebrations. Create grade-level or classroom attendance challenges to encourage consistent attendance. Survey families to identify transportation, health, or scheduling barriers that affect attendance. Connect families with campus and community resources to address identified barriers. Review incentive participation and attendance data monthly to determine effectiveness and make adjustments.	All Staff	May 2027		Formative			Summative
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Oct	Jan	Mar	May															
				405														

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

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Problem Statement 1: Although the campus offers a variety of family engagement opportunities, consistent family participation remains a challenge. There is a need to increase participation while strengthening school-home partnerships that support student academic success. **Root Cause:** Family participation may be limited due to scheduling conflicts, communication barriers, and families being unaware of available engagement opportunities. Additionally, some families may need more flexible and accessible ways to participate and support student learning at home. A primary root cause is transportation and distance, as some families live approximately 27 miles away in Pleasant Farms.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, Cavazos Elementary will decrease the number of student discipline referrals by 20% compared with the 2025-2026 school year. This will be achieved through consistent schoolwide behavior expectations, positive behavior supports, restorative practices, and targeted interventions for students with repeated behavioral concerns. Progress will be measured using campus discipline reports and referral data.

HB3 Board Goal

Evaluation Data Sources: Campus discipline referral reports

Office referral data by grade level, location, behavior type, and student group

In-school and out-of-school suspension records

Classroom behavior documentation and incident logs

Student attendance and tardiness records

Behavior intervention plans and progress-monitoring data

Counselor and parent conference documentation

Walkthrough observations of classroom management and student behavior

Student, staff, and parent climate surveys

Comparison of monthly and annual discipline data from the 2025-2026 and 2026-2027 school years

Strategy 1 Details					Reviews													
Strategy 1: Consistent Schoolwide Behavior Expectations implement and reinforce clear, consistent behavior expectations and classroom-management procedures across all campus settings. Teachers will explicitly teach, model, practice, and regularly review expected student behaviors. Strategy's Expected Result/Impact: Consistent teaching and enforcement of schoolwide behavior expectations will help students clearly understand appropriate behavior in classrooms and common areas. As a result, student behavior, engagement, and time on task will improve, while classroom disruptions and office discipline referrals will decrease. Staff Responsible for Monitoring: All Staff <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Explicitly teach, model, and practice expectations with students at the beginning of the year and after extended breaks. Display behavior expectations in classrooms, hallways, the cafeteria, and other shared areas. Use consistent language, procedures, and consequences across all grade levels. Provide professional development and coaching on classroom management and de-escalation strategies. Reinforce expectations through daily reminders, morning announcements, and classroom meetings. Monitor implementation through walkthroughs, behavior data, and staff feedback. Review discipline data during PLCs or leadership meetings and adjust supports as needed.</td><td>All Staff</td><td>May 2027</td><td></td></tr></table> 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 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 2					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Explicitly teach, model, and practice expectations with students at the beginning of the year and after extended breaks. Display behavior expectations in classrooms, hallways, the cafeteria, and other shared areas. Use consistent language, procedures, and consequences across all grade levels. Provide professional development and coaching on classroom management and de-escalation strategies. Reinforce expectations through daily reminders, morning announcements, and classroom meetings. Monitor implementation through walkthroughs, behavior data, and staff feedback. Review discipline data during PLCs or leadership meetings and adjust supports as needed.	All Staff	May 2027		Formative			Summative
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Oct	Jan	Mar	May															
								408										

Strategy 2 Details					Reviews													
Strategy 2: Positive Behavior Supports and Targeted Interventions use positive reinforcement, restorative practices, counseling, and individualized behavior interventions to recognize appropriate behavior and support students who demonstrate repeated behavioral concerns. Strategy's Expected Result/Impact: Positive behavior supports, restorative practices, counseling, and targeted interventions will help students strengthen their self-management and conflict-resolution skills. As a result, positive behavior and student engagement will increase, repeated behavior incidents and classroom disruptions will decrease, and fewer students will receive office discipline referrals. Staff Responsible for Monitoring: All staff <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Identify students with repeated behavioral concerns by reviewing discipline referral and classroom behavior data. Develop individualized behavior goals, intervention plans, and progress-monitoring systems for identified students. Provide counseling, social-emotional learning, check-ins/check-outs, and mentoring based on student needs. Use restorative conversations and reflection activities to help students understand the impact of their choices and repair harm. Recognize positive behavior through praise, Cougar Cash, certificates, classroom incentives, and campus celebrations. Communicate regularly with families about student behavior, progress, and strategies that can be reinforced at home. Collaborate with teachers, counselors, administrators, and support staff to ensure interventions are implemented consistently. Review behavior data every four to six weeks and adjust interventions based on student progress.</td><td>All Staff</td><td>May 2027</td><td></td></tr></table> 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 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 2 - School Culture and Climate 2					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Identify students with repeated behavioral concerns by reviewing discipline referral and classroom behavior data. Develop individualized behavior goals, intervention plans, and progress-monitoring systems for identified students. Provide counseling, social-emotional learning, check-ins/check-outs, and mentoring based on student needs. Use restorative conversations and reflection activities to help students understand the impact of their choices and repair harm. Recognize positive behavior through praise, Cougar Cash, certificates, classroom incentives, and campus celebrations. Communicate regularly with families about student behavior, progress, and strategies that can be reinforced at home. Collaborate with teachers, counselors, administrators, and support staff to ensure interventions are implemented consistently. Review behavior data every four to six weeks and adjust interventions based on student progress.	All Staff	May 2027		Formative			Summative
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Oct	Jan	Mar	May															
								409										

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Disciplinary removals are disproportionately concentrated among male students, who account for 91.4% of all disciplined students (32 of 35) and 97.0% of total assigned disciplinary days (256 of 264 days), leading to significant loss of core instructional time. Root Cause: A reliance on exclusionary discipline practices (such as out-of-school suspensions or ISS) for behavioral infractions, combined with a lack of targeted proactive behavior supports, social-emotional learning (SEL) interventions, and restorative practices tailored for male students.
School Culture and Climate
Problem Statement 2: 206 students only 53% responded favorably to, "When you are at school, how much do you feel like you belong?" Root Cause: Lack of consistent opportunities for students to build meaningful relationships with trusted adults and peers, limited student voice and participation in the school community.

Board Goal 5: Culture of Excellence

Performance Objective 1: The campus will establish Academic & Professional Expectations by establishing clear, measurable benchmarks for high-quality instruction and hold weekly Professional Learning Community (PLC) data meetings to maintain consistency.

The campus will also recognize expand the campus-wide staff and student recognition programs to celebrate growth, attendance, and exemplary leadership behaviors.

HB3 Board Goal

Evaluation Data Sources: Implement campus-wide daily attendance incentives and family outreach contracts for students reaching 5+ unexcused absences. Establish a welcoming/onboarding protocol for mobile students to help them transition smoothly and build immediate peer/teacher connections.

Strategy 1 Details					Reviews													
Strategy 1: School Connectedness Performance Objective- Teachers Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, the campus will increase staff connectedness, collaboration, and sense of belonging by 10%, as measured through staff feedback/survey data, by providing opportunities for recognition, team building, shared decision-making, and positive staff engagement. Staff Responsible for Monitoring: All Staff <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Conduct regular teacher-to-student check-ins to build trusting relationships. Greet students positively and create a welcoming classroom environment each day. Recognize students for academic growth, attendance, behavior, and effort. Use Panorama Survey results to identify students who need additional connection and support. Provide opportunities for student voice, choice, and classroom leadership. Assign a teacher or staff mentor to students needing additional support. Support new/mobile students with intentional teacher and peer connections. Maintain positive communication with families to strengthen the home-school relationship.</td><td>All Staff</td><td>May Staff</td><td></td></tr></table> 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 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 2 - Staff Quality, Recruitment, and Retention 2 Funding Sources: Title 1 Representative - Title One School-wide					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Conduct regular teacher-to-student check-ins to build trusting relationships. Greet students positively and create a welcoming classroom environment each day. Recognize students for academic growth, attendance, behavior, and effort. Use Panorama Survey results to identify students who need additional connection and support. Provide opportunities for student voice, choice, and classroom leadership. Assign a teacher or staff mentor to students needing additional support. Support new/mobile students with intentional teacher and peer connections. Maintain positive communication with families to strengthen the home-school relationship.	All Staff	May Staff		Formative			Summative
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Oct	Jan	Mar	May															
								412										

Strategy 2 Details					Reviews													
Strategy 2: The campus will work on developing the school climate & voice by implementing monthly pulse surveys for staff and students to address address culture concerns and refine campus practices. School Connectedness Performance Objective- Teachers Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, the campus will increase staff connectedness, collaboration, and sense of belonging by 10%, as measured through staff feedback/survey data, by providing opportunities for recognition, team building, shared decision-making, and positive staff engagement. Staff Responsible for Monitoring: All Staff <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Conduct regular teacher-to-student check-ins to build trusting relationships. Greet students positively and create a welcoming classroom environment each day. Recognize students for academic growth, attendance, behavior, and effort. Use Panorama Survey results to identify students who need additional connection and support. Provide opportunities for student voice, choice, and classroom leadership. Assign a teacher or staff mentor to students needing additional support. Support new/mobile students with intentional teacher and peer connections. Maintain positive communication with families to strengthen the home-school relationship.</td><td>All Staff</td><td>May Staff</td><td></td></tr></table> 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 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, 3 Funding Sources: Title 1 Representative - Title One School-wide					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Conduct regular teacher-to-student check-ins to build trusting relationships. Greet students positively and create a welcoming classroom environment each day. Recognize students for academic growth, attendance, behavior, and effort. Use Panorama Survey results to identify students who need additional connection and support. Provide opportunities for student voice, choice, and classroom leadership. Assign a teacher or staff mentor to students needing additional support. Support new/mobile students with intentional teacher and peer connections. Maintain positive communication with families to strengthen the home-school relationship.	All Staff	May Staff		Formative			Summative
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Oct	Jan	Mar	May															
				413														

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate	
Problem Statement 1: 205 students in 3rd - 5th grade indicated a low agreement of 38% with the question, "How much respect do students at your school show you?" Root Cause: Students have not been consistently taught or held accountable to standardized, actionable behaviors for showing peer-to-peer respect, active listening, and conflict resolution during unstructured times such as recess, cafeteria, hallway transitions.	
Problem Statement 2: 206 students only 53% responded favorably to, "When you are at school, how much do you feel like you belong?" Root Cause: Lack of consistent opportunities for students to build meaningful relationships with trusted adults and peers, limited student voice and participation in the school community.	
Problem Statement 3: Based on the Panorama Spring 2026 teacher survey, only 41% of the staff believe the campus environment is positive place. Root Cause: There's a lack of consistent operational and behavioral supports, insufficient recognition and two-way communication channels, as well as inconsistent campus climate reinforcement.	
Staff Quality, Recruitment, and Retention	
Problem Statement 2: With 67% of the current campus staff composed of newly hired teachers--including District of Innovation (DOI) hires and international educators--the campus faces a heavy ongoing burden to rapidly onboard, acculturate, and support a predominantly new workforce. Root Cause: Prior staffing structures lacked direct, classroom-embedded coaching and standardized onboarding routines. This necessitated the recent, rapid implementation of mentor assignments, district-level facilitator development, and Opportunity Culture frameworks (MCLs and Reach Associates) to stabilize instruction and bridge pedagogical and cultural gaps across a mostly newly assembled teaching staff.	

Board Goal 5: Culture of Excellence

Performance Objective 2: The school will establish recognition & wellness protocols: Integrate staff-nominated peer recognitions into staff meetings and institute monthly wellness check-ins led by the campus climate committee.

HB3 Board Goal

Evaluation Data Sources: By the end of the **2026-2027 school year**, **teachers will increase their sense of belonging, collaboration, and connection to the campus by 10%**, as measured through staff survey and feedback data. The campus will provide opportunities for **teacher recognition, team building, collaboration, shared decision-making, and positive staff engagement** to strengthen staff morale and retention.

Strategy 1 Details					Reviews													
Strategy 1: The teachers will form cross-grade level triads that conduct 15-minute non-evaluative peer observations once per month to reduce teacher isolation and create effective practices. Strategy's Expected Result/Impact: Teachers will experience an increased sense of belonging, support, recognition, and collaboration, helping increase staff connectedness from 71% to 75%. The strategies will also support positive staff morale, reduced spring burnout, stronger teamwork, and improved teacher retention. Staff Responsible for Monitoring: All Staff <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Provide monthly staff recognition and appreciation activities. Implement morale and wellness activities, especially during the spring semester. Conduct regular staff check-ins and feedback surveys to identify concerns early. Increase teacher voice and shared decision-making in campus initiatives. Strengthen collaboration through PLCs, team planning, and peer support. Celebrate teacher accomplishments, milestones, and campus successes. Review staff survey data throughout the year to monitor progress toward increasing connectedness from 71% to 75%.</td><td>All Staff</td><td>May 2027</td><td></td></tr></table> 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 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 3 - Staff Quality, Recruitment, and Retention 1 Funding Sources: Title 1 Representative - Title One School-wide					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Provide monthly staff recognition and appreciation activities. Implement morale and wellness activities, especially during the spring semester. Conduct regular staff check-ins and feedback surveys to identify concerns early. Increase teacher voice and shared decision-making in campus initiatives. Strengthen collaboration through PLCs, team planning, and peer support. Celebrate teacher accomplishments, milestones, and campus successes. Review staff survey data throughout the year to monitor progress toward increasing connectedness from 71% to 75%.	All Staff	May 2027		Formative			Summative
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Oct	Jan	Mar	May															
								416										

Strategy 2 Details					Reviews													
Strategy 2: Strengthen Student-Teacher Relationships and Sense of Belonging: Teachers will intentionally implement daily and weekly relationship-building practices, including greeting students by name, classroom community circles/check-ins, positive recognition, student voice opportunities, collaborative learning, and celebrations of student growth and accomplishments. Strategy's Expected Result/Impact: Teachers will establish classroom environments in which students have meaningful connections with adults and peers and have regular opportunities to contribute, collaborate, and feel recognized as valued members of the classroom community. Students will report an increased sense of belonging, trust, inclusion, and connection to their teachers, peers, and campus. Improved connectedness is expected to positively influence student engagement, attendance, behavior, participation, and academic achievement and result in improved responses on the Panorama School Connectedness survey. Staff Responsible for Monitoring: Administration, counselor, CIS, team leads. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Teachers will implement at least one intentional relationship-building practice daily and provide weekly opportunities for student voice and peer connection. Campus administrators and instructional leaders will monitor implementation through classroom walkthroughs, student feedback, Panorama survey results, and PLC discussions. Teachers will review student feedback periodically and adjust classroom practices based on identified needs.</td><td>Administration, counselor, CIS, team leads.</td><td>May 2027</td><td></td></tr></table> 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 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, 3					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Teachers will implement at least one intentional relationship-building practice daily and provide weekly opportunities for student voice and peer connection. Campus administrators and instructional leaders will monitor implementation through classroom walkthroughs, student feedback, Panorama survey results, and PLC discussions. Teachers will review student feedback periodically and adjust classroom practices based on identified needs.	Administration, counselor, CIS, team leads.	May 2027		Formative			Summative
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Oct	Jan	Mar	May															
								417										

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate	
Problem Statement 1: 205 students in 3rd - 5th grade indicated a low agreement of 38% with the question, "How much respect do students at your school show you?" Root Cause: Students have not been consistently taught or held accountable to standardized, actionable behaviors for showing peer-to-peer respect, active listening, and conflict resolution during unstructured times such as recess, cafeteria, hallway transitions.	
Problem Statement 2: 206 students only 53% responded favorably to, "When you are at school, how much do you feel like you belong?" Root Cause: Lack of consistent opportunities for students to build meaningful relationships with trusted adults and peers, limited student voice and participation in the school community.	
Problem Statement 3: Based on the Panorama Spring 2026 teacher survey, only 41% of the staff believe the campus environment is positive place. Root Cause: There's a lack of consistent operational and behavioral supports, insufficient recognition and two-way communication channels, as well as inconsistent campus climate reinforcement.	
Staff Quality, Recruitment, and Retention	
Problem Statement 1: The campus experienced a drastic drop in staff retention from 76% in the 2024-2025 school year down to 33% entering the 2025-2026 school year, creating short-term organizational disruption as two-thirds of the staff transitioned out. Root Cause: The campus executed a deliberate strategy to shift resources away from an over-allocated support model (housing over ten instructional facilitators) toward direct classroom instruction. This required replacing non-teaching facilitator positions with certified and District of Innovation (DOI) classroom teachers, resulting in a low retention metric despite being a intentional quality-alignment shift	

Ector County Independent School District

Crockett Middle School

2026-2027 Board Goals/Performance Objectives/Strategies



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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. 20

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% 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 2027, the percentage of students performing at the MEETS Grade Level standard on the Reading STAAR will increase across all grade levels as follows: 6th grade from 30% to 35%, 7th grade from 36% to 41%, and 8th grade from 42% to 47%.

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 Reading Results

i-Ready Reading Diagnostic Data

District Checkpoints

Campus Common Assessment Data

PLC Data Trackers

Student Data Trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Crockett Middle School will implement a structured daily PLC process with at least 90% implementation fidelity, as measured through PLC agendas, artifacts, and administrative monitoring. PLCs will consistently include instructional internalization and refinement, analysis of student performance data, integration of IB MYP Global Contexts and Approaches to Learning (ATL), student progress tracking, and teacher reflection to inform instructional adjustments and improve student outcomes. 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, Assistant Principals, Department Heads, IB Coordinator, Teachers 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 Achievement 4				422

Strategy 2 Details	Reviews			
Strategy 2: Crockett Middle School will provide ongoing, targeted professional development and job-embedded coaching for Language and Literature teachers, with at least 90% participation and implementation fidelity, as measured through PD attendance, coaching documentation, PLC artifacts, lesson plans, and classroom walkthroughs. Professional learning will focus on high-impact instructional 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 (ATL), and inquiry-based strategies to strengthen student comprehension, written expression, and overall academic performance. 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, Assistant Principals, 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
	Oct	Jan	Mar	May
				423



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 4: Grade 6 Reading achievement declined from the previous year, with students achieving Approaches Grade Level or above decreasing from 62% to 51% and Meets Grade Level or above decreasing from 38% to 30%. **Root Cause:** Inconsistent use of diagnostic and formative assessment data to identify skill gaps and provide timely, targeted intervention contributed to gaps in Grade 6 reading achievement. Greater consistency is needed in lesson internalization, data-driven instructional adjustments, and targeted support for students transitioning into middle 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 2: By May 2027, at least 50% of students in Grades 6-8 Reading will demonstrate measurable growth from the Beginning-of-Year to the End-of-Year i-Ready Reading Diagnostic, as measured by i-Ready growth reports.

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. 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%, 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: i-Ready BOY, MOY, and EOY Reading Diagnostic Reports

i-Ready Student Growth Reports

Grade-Level PLC Data Trackers

Student Data Trackers

Strategy 1 Details	Reviews			
Strategy 1: Crockett Middle School will utilize Beginning-of-Year and subsequent i-Ready Reading Diagnostic data to identify individual skill gaps and establish flexible, skill-based instructional groups. Teachers will provide targeted reading intervention during designated intervention time, using diagnostic data and progress-monitoring results to adjust groups and instruction throughout the year. Strategy's Expected Result/Impact: i-Ready Reading Diagnostic Data i-Ready Progress-Monitoring/Growth Data Flexible Grouping/Intervention Rosters PLC Data Trackers Student Data Trackers Staff Responsible for Monitoring: Principal, Assistant Principals, Department Head, Teachers	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Crockett Middle School will establish consistent expectations for students to engage in their individualized i-Ready Reading learning pathways. Teachers will monitor lesson completion, pass rates, and progress toward personalized growth goals and will conduct regular student data conferences to help students track their progress, celebrate growth, and identify specific next steps toward meeting their annual growth targets.	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 2027, Crockett IB MYP will increase the percentage of students achieving the Meets Grade Level standard on the STAAR Mathematics assessment to 25% in Grade 6, 25% in Grade 7, and 40% in Grade 8, as measured by the Spring 2027 STAAR Mathematics assessment.

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%

Evaluation Data Sources: Campus Based Assessments, Checkpoints, State Interim, and STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Crockett will increase student achievement in mathematics through the consistent internalization and delivery of high-quality instructional materials (HQIM), objective-driven and data-informed instruction, and systematic monitoring of student progress to identify learning gaps, adjust instruction, and provide targeted support, as measured by the Spring 2027 STAAR Mathematics assessment. Strategy's Expected Result/Impact: Implementation of this strategy with fidelity will strengthen Tier I instruction, increase student mastery of the TEKS, improve the quality and consistency of instruction across all grade levels, and increase the percentage of students achieving the Meets Grade Level standard on the Spring 2027 STAAR Mathematics assessment. Staff Responsible for Monitoring: Principal, Assistant Principals, IB Coordinator, MCL, Department Heads, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2				426

Strategy 2 Details		Reviews			
Strategy 2: Math teachers will utilize common formative assessments, student work analysis, and standards-based data protocols during PLCs to identify misconceptions, prioritize TEKS requiring acceleration, establish targeted intervention groups, and adjust instruction to ensure students demonstrate mastery of grade-level standards before subsequent assessments. Strategy's Expected Result/Impact: Consistent implementation will result in more precise instructional decisions, targeted interventions, accelerated student learning, and increased student mastery of grade-level TEKS, leading to improved performance on common formative assessments and the Spring 2027 STAAR Mathematics assessment. Staff Responsible for Monitoring: Principal, Assistant Principals, IB Coordinator, MCL, Department Heads, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2 Funding Sources: MCL, TRT, RA - Title One School-wide - \$56,000		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

427

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: Analysis of Spring 2026 STAAR Mathematics data reveals that Grade 7 students continue to perform significantly below grade-level expectations, with 86% of students not meeting proficiency standards and only 1% achieving the Meets performance level. Root Cause: These results indicate a need to strengthen instructional planning, fidelity to district HQIM, data-driven PLC processes, lesson internalization, and administrative monitoring of reteach and reassessment practices to increase student mastery and academic 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 2027, the percentage of students performing at the MEETS Grade Level or above standard on the Algebra I STAAR End-of-Course (EOC) assessment will increase from 85% to 88%.

Indicators of Success:

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: Algebra I STAAR EOC Results

District Checkpoints

Campus Common Assessment Data

PLC Data Trackers

Student Data Trackers

Strategy 1 Details	Reviews			
Strategy 1: Algebra I teachers will use formative assessments, district benchmarks, and EOC-aligned data to identify students performing within the Approaches range and provide targeted acceleration, small-group instruction, and immediate feedback on specific Algebra I TEKS to move students from Approaches to Meets, while sustaining 100% Approaches performance. Strategy's Expected Result/Impact: Consistent implementation will maintain 100% Approaches Grade Level or above, increase the percentage of students achieving MEETS Grade Level or above from 85% to 88%, and create continued growth in MASTERS-level performance through increased rigor, mathematical reasoning, and application of Algebra I concepts.	Formative			Summative
	Oct	Jan	Mar	May
				428
Strategy 2 Details	Reviews			
Strategy 2: Algebra I teachers will intentionally embed Masters-level questioning, multi-step problem solving, mathematical justification, and application of concepts in unfamiliar contexts throughout daily instruction and assessments. Students already demonstrating Meets-level proficiency will receive enrichment and extension opportunities designed to increase the percentage achieving Masters Grade Level on the Algebra I EOC. Strategy's Expected Result/Impact: Consistent implementation will maintain 100% Approaches Grade Level or above, increase the percentage of students achieving MEETS Grade Level or above from 85% to 88%, and create continued growth in MASTERS-level performance through increased rigor, mathematical reasoning, and application of Algebra I concepts.	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 2027, at least 50% of students in Grades 6-8 Mathematics will demonstrate measurable growth from the Beginning-of-Year to the End-of-Year i-Ready Mathematics Diagnostic, as measured by i-Ready growth reports.

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: i-Ready Mathematics BOY, MOY, and EOY Diagnostic Data

i-Ready Student Growth Reports
District Mathematics Checkpoint Data
PLC Data Trackers
Student Data Trackers

Strategy 1 Details		Reviews			
Strategy 1: Provide targeted mathematics intervention during daily COLT Time using i-Ready personalized instruction and teacher-led small-group support to address prerequisite skill gaps and accelerate student growth based on diagnostic and ongoing progress-monitoring data. Strategy's Expected Result/Impact: Consistent implementation of targeted interventions during COLT Time will accelerate student learning, strengthen foundational mathematics skills, and increase the percentage of students demonstrating measurable growth from the Beginning-of-Year to the End-of-Year i-Ready Mathematics Diagnostic. Staff Responsible for Monitoring: Principal, Assistant Principals, MCL, Department Heads, Teachers 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
					2029

Strategy 2 Details	Reviews			
Strategy 2: Implement Math Labs as a daily intervention course that provides students with intensive, TEKS-based instruction, scaffolds practice, and targeted skill development through IXL. Teachers will use IXL data and ongoing progress monitoring to identify skill gaps, adjust instruction, and provide targeted support designed to close foundational learning gaps and prepare students for success in grade-level mathematics. Strategy's Expected Result/Impact: Students enrolled in Math Labs will demonstrate increased mastery of priority TEKS, improved readiness for grade-level instruction, and greater success on classroom, district, and state mathematics assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, MCL, TRT, RA, Department Heads, 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 6: By May 2027, Crockett IB MYP will increase the percentage of students achieving the Meets Grade Level standard on the STAAR Social Studies assessment from 5% to 15% in Grade 8.

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

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.		Formative			Summative
		Oct	Jan	Mar	May
		431			

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, Assistant Principals, IB Coordinator, Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 5				432
Strategy 2 Details	Reviews			
Strategy 2: Provide ongoing, targeted professional development and job-embedded coaching to strengthen classroom practices, facilitate PLCs, and support lesson planning and design aligned to TEKS, STAAR, and IB MYP frameworks for	Formative		Summative	

Individuals and Societies teachers. Professional learning will include regularly scheduled sessions focused on high-impact, actionable instructional practices; development and use of assessment question stems aligned to TEKS, STAAR, and IB MYP Individuals and Societies criteria; and intentional integration of IB Global Contexts, Approaches to Learning (ATL), and inquiry-based strategies to strengthen conceptual understanding, critical thinking, historical reasoning, source analysis, and evidence-based responses.

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, Assistant Principals, Multi-Classroom Leader, Department Heads, IB Coordinator, Teachers

ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Oct	Jan	Mar	May
			433



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 6 Problem Statements:

Student Achievement

Problem Statement 5: Grade 8 Social Studies achievement remains below desired performance levels. Although the percentage of students achieving Approaches Grade Level or above increased from 23% in 2025 to 29% in 2026, only 5% of students achieved Meets Grade Level or above in 2026, a decrease from 6% in 2025 and 9% in 2024. **Root Cause:** Students demonstrate significant gaps in content knowledge, academic vocabulary, and the ability to analyze and apply information in rigorous, STAAR-aligned contexts. Greater consistency is needed in using assessment data to identify specific TEKS gaps, internalizing lessons to anticipate misconceptions, and providing targeted reteach and reassessment opportunities that move students beyond basic

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 2027, the percentage of students performing at the MEETS level on 8th-grade Science 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%

Evaluation Data Sources: Baseline Data from STAAR Did Not Meet: 47% | Approaches+: 53% | Meets+: 30% | Masters: 9%
Checkpoints and CBA

Strategy 1 Details	Reviews			
Strategy 1: 8th-grade Science teachers will engage in ongoing lesson internalization and PLC/DDI cycles to strengthen Tier 1 instruction and respond to student learning needs. Teachers will internalize lessons by identifying priority TEKS, anticipating misconceptions, planning high-level questioning and engagement strategies, and defining expected student outcomes. Common assessment and STAAR-aligned data will then be analyzed by TEKS and reporting category to identify learning gaps and students performing near the MEETS threshold. Teachers will provide targeted reteach, small-group instruction, and reassessment opportunities to accelerate students toward MEETS-level performance. Strategy's Expected Result/Impact: *Consistent implementation will strengthen students' mastery of priority Science TEKS, improve scientific reasoning and application skills, reduce identified learning gaps, and increase the percentage of 8th-grade students achieving MEETS Grade Level or above on STAAR Science. *Increase the percentage of students performing at Meets Grade Level or Above from 30% toward the 35% goal. *Decrease the percentage of students performing at Did Not Meet from the 47% baseline. *Demonstrate increased student mastery of priority and previously low-performing Science TEKS across assessment cycles. *Ensure 100% of 8th-grade Science teachers participate in documented PLC data-analysis cycles following common assessments and district checkpoints. *Teachers will use assessment results to identify specific students, TEKS, misconceptions, and instructional gaps requiring reteach or enrichment. *Students will demonstrate measurable improvement between the initial assessment and reassessment following targeted reteach. *PLC documentation will demonstrate consistent implementation of the Closing-the-Loop cycle: assess - analyze - plan - reteach - reassess. Staff Responsible for Monitoring: Principal, Assistant Principals, 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
	Oct	Jan	Mar	May
				436

Strategy 2 Details	Reviews			
Strategy 2: 8th-grade Science teachers will intentionally embed rigorous STAAR-aligned questions, multi-step application tasks, data analysis, models, graphs, and evidence-based scientific reasoning into daily instruction and common assessments. Teachers will explicitly model strategies for analyzing complex stimuli and require students to justify scientific conclusions using evidence to increase readiness for MEETS-level STAAR items. Strategy's Expected Result/Impact: *Consistent implementation will strengthen students' mastery of priority Science TEKS, improve scientific reasoning and application skills, reduce identified learning gaps, and increase the percentage of 8th-grade students achieving MEETS Grade Level or above on STAAR Science. *Increase Meets Performance: The percentage of 8th-grade Science students performing at Meets Grade Level or Above will increase from 30% to at least 35% by May 2027. *Increase Success on Rigorous Items: Students will demonstrate increased accuracy on multi-step, stimulus-based, data-analysis, graph, model, and application-based Science questions on common assessments and district checkpoints. *Strengthen Scientific Reasoning: Students will demonstrate improved ability to analyze scientific evidence, make appropriate conclusions, and justify responses using evidence from data, models, investigations, and informational stimuli. *Improve TEKS Mastery: Assessment data will demonstrate increased mastery of priority and historically low-performing 8th-grade Science TEKS, particularly when assessed at the rigor and cognitive demand associated with Meets-level STAAR items. *Increase Student Independence: Students will demonstrate increased independence in analyzing complex stimuli, determining what a question is asking, selecting relevant information, and applying appropriate scientific concepts without extensive teacher prompting. *Increase Instructional Rigor: Classroom walkthroughs, lesson plans, and common assessments will demonstrate consistent implementation of STAAR-aligned questioning, multi-step application tasks, data analysis, models, graphs, and evidence-based scientific reasoning. *Demonstrate Growth Across Assessments: Student performance on rigorous STAAR-aligned items will show measurable growth across common assessments, district checkpoints, and STAAR Interim assessments, indicating progress toward the 35% Meets+ campus goal. 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
				437
 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 91% by May 2029.

Performance Objective 1: Crockett MS attendance will increase from 93% to 95%.

Indicators of Success:

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

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, Assistant Principals, Teachers, Counselors, Attendance Clerks	Formative			Summative
	Oct	Jan	Mar	May
				440

Strategy 2 Details	Reviews			
Strategy 2: Implement a campus-wide attendance culture that promotes daily student engagement through positive attendance incentives, weekly attendance recognition, classroom and grade-level competitions, and consistent communication with students and families regarding the importance of regular school attendance. Strategy's Expected Result/Impact: A positive attendance culture will increase student engagement, strengthen family awareness of attendance expectations, and improve overall daily attendance across all grade levels. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Registrar, Teachers	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Crockett IB MYP will strengthen CCMR by revitalizing AVID through consistent, campus-wide implementation of district-approved WICOR strategies intentionally integrated with IB MYP programming to strengthen student agency, academic readiness, and a college- and career-going culture.	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 1: Crockett International Baccalaureate Middle Years Programme will improve teacher retention from 87% to 90% by the end of the 2026 school year through targeted support systems and a positive campus culture initiative.

Strategy 1 Details	Reviews			
Strategy 1: Crockett Middle School will implement a tiered teacher support system that prioritizes beginning and early-career teachers through assigned mentors, job-embedded instructional coaching, regular administrator check-ins, collaborative PLC support, and targeted professional learning based on individual teacher needs. Campus leadership will monitor teacher progress, support needs, and feedback throughout the year to proactively address challenges that may impact teacher effectiveness, job satisfaction, and retention. Strategy's Expected Result/Impact: Beginning and early-career teachers will demonstrate increased instructional effectiveness, confidence, and implementation of campus expectations as a result of consistent mentoring, coaching, PLC support, and targeted professional learning. Increased teacher support and job satisfaction will contribute to improved teacher retention and greater instructional consistency across the campus. Staff Responsible for Monitoring: Principal, Assistant Principals, Department Heads, MCL, TRT	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Crockett Middle School will strengthen a positive, supportive, and inclusive staff culture through intentional staff recognition, opportunities for teacher voice and shared decision-making, team-building activities, celebrations of individual and collective accomplishments, and regular staff climate feedback. Campus leadership will use staff feedback to identify and address organizational concerns and recognize contributions that strengthen employees' sense of belonging, value, and commitment to Crockett. Strategy's Expected Result/Impact: Staff will report an increased sense of belonging, value, and connection to the campus. Increased opportunities for recognition, teacher voice, collaboration, and responsive leadership will contribute to improved staff morale, stronger organizational commitment, and increased teacher retention. Staff Responsible for Monitoring: Principal, Assistant Principals, Department Heads, MCL, TRT	Formative			Summative ⁴⁴²
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 2: Crockett International Baccalaureate Middle Years Programme will increase the percentage of classrooms demonstrating high-quality, standards-aligned instruction and student engagement, as measured through T-TESS walkthrough and observation data, through targeted coaching, PLC support, and job-embedded professional learning.

Strategy 1 Details	Reviews			
Strategy 1: Crockett will implement weekly content PLCs focused on standards alignment, lesson internalization, student work analysis, and assessment data. Strategy's Expected Result/Impact: Increased instructional consistency and standards alignment across classrooms and grade levels. Improved teacher responsiveness to student data, resulting in timely reteach, intervention, and enrichment. Stronger student mastery of priority standards, leading to measurable growth on campus and state assessments. Increased teacher capacity to plan rigorous, data-informed instruction collaboratively. Staff Responsible for Monitoring: Principal, Assistant Principals, MCL, Department Heads, and Content Teachers	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Crockett will use PLC data to identify instructional gaps and establish specific reteach, enrichment, and intervention actions.	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 3: Crockett International Baccalaureate Middle Years Programme will increase student achievement by ensuring a minimum of 60% Approaches, 40% Meets, and 20% Masters on campus and state assessments through rigorous Tier 1 instruction, data-driven PLCs, and targeted intervention.

Strategy 1 Details	Reviews			
Strategy 1: Crockett will implement consistent, standards-aligned Tier 1 instruction emphasizing grade-level rigor, high-impact instructional strategies, frequent checks for understanding, purposeful student discourse, and differentiated supports to increase student mastery of priority standards. Strategy's Expected Result/Impact: Increased student mastery of grade-level standards, resulting in measurable growth across all performance levels and progress toward Crockett's 60% Approaches, 40% Meets, and 20% Masters targets on campus and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, MCL, Department Heads, Special Education and ESL support staff, and all classroom teachers.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Crockett will implement targeted intervention and acceleration during Learning Labs and COLT Time, through the IXL programs using assessment data to strategically group students by identified skill gaps and provide differentiated instruction designed to move students from Did Not Meet - Approaches, Approaches - Meets, and Meets - Masters. Strategy's Expected Result/Impact: Increased student growth and mastery of identified skill gaps, resulting in fewer students performing at Did Not Meet and measurable movement toward Crockett's 60% Approaches, 40% Meets, and 20% Masters targets on campus and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, MCL, Department Heads, Learning Lab Teachers, COLT Time Teachers, Special Education and ESL Support Staff, and Counselors.	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 1: Crockett will increase the student connectedness indicator within Panorama from 48% to 65% for the 2026-27 school year.

Evaluation Data Sources: Evaluation Data Sources

Panorama Student Survey Data -- BOY, MOY, and EOY Student Connectedness results

Panorama Subgroup Data -- connectedness results disaggregated by grade level and student groups

Student Attendance Data -- attendance rates, chronic absenteeism, and attendance trends

Student Discipline Data -- referrals, ISS/OSS placements, and repeat discipline incidents

Student Participation Data -- involvement in athletics, fine arts, clubs, extracurricular activities, and campus events

Campus Climate/Student Voice Data -- student focus groups, check-ins, and campus-created climate surveys

Counselor/Social-Emotional Support Data -- student referrals, check-ins, and documented interventions

Strategy 1 Details	Reviews			
Strategy 1: Crockett will host monthly student recognition assemblies and maintain recognition boards that celebrate academic achievement, IB Learner Profile attributes, positive behavior aligned with Emergent Tree principles, acts of kindness, and student growth. Recognition systems will intentionally reinforce desired behaviors and ensure students feel valued, connected, and recognized for positive contributions to the campus community. Strategy's Expected Result/Impact: Increased student connectedness, belonging, and positive school culture, resulting in greater student engagement, increased positive behaviors, and measurable growth in Crockett's Panorama Student Connectedness indicator from 48% to 65%. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, IB Coordinator, Department Heads, Teachers, Coaches/Sponsors, and Campus Support Staff.	Formative			Summative
	Oct	Jan	Mar	May
				445
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. Strategy's Expected Result/Impact: Increased student voice, ownership, and sense of belonging, resulting in greater participation in campus activities and measurable improvement in student connectedness and engagement indicators on the Panorama Student Survey. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, IB Coordinator, Department Heads, Teachers, Student Council Sponsors, Club/Organization Sponsors, and Student Leadership Representatives.	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 2: Crockett will increase the student belonging indicator within Panorama from 41% to 55% for the 2026-27 school year.

Evaluation Data Sources: Panorama BOY/EOY Belonging Data; attendance and discipline data; student participation and recognition data; student voice/focus-group feedback; and counselor/student-support data.

Strategy 1 Details	Reviews			
Strategy 1: Crockett will dedicate weekly COLT Time to intentional relationship-building and social-emotional skill development by integrating Emergent Tree philosophies with IB Approaches to Learning (ATL) social skills. Students will engage in activities that strengthen positive peer relationships, empathy, inclusion, conflict resolution, self-awareness, and responsible decision-making while reinforcing a sense of belonging and connection to the Crockett community. Strategy's Expected Result/Impact: Students will demonstrate stronger peer relationships, improved social-emotional skills, and an increased sense of belonging and connection to the Crockett community. Consistent implementation of Emergent Tree philosophies and IB ATL social skills during COLT Time will contribute to positive student behavior, improved school climate, and increased student engagement. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Department Heads, MCL, TRT, Teachers	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. Strategy's Expected Result/Impact: Increased student belonging and inclusion, particularly for new students, resulting in stronger peer connections, smoother transitions into the campus community, and measurable improvement in Crockett's Panorama Student Belonging indicator from 41% to 55%. Staff Responsible for Monitoring: Administration, Teachers, Counselors, IB Coordinator				446
	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District

DAEP

2026-2027 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 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. 59

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029. 60

Board Goal 4: Classroom Excellence 68

Board Goal 5: Culture of Excellence 76

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 2027, AEC students participating in i-Ready Reading will demonstrate measurable academic growth from BOY to EOY, with at least 60% of students meeting or exceeding their individual Typical Growth target.

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: i-Ready BOY, MOY, and EOY Diagnostic Reports; i-Ready growth reports; student academic entry snapshots; PLC progress-monitoring data.

Strategy 1 Details	Reviews			
Strategy 1: AEC teachers and leadership will implement a consistent data-driven instructional cycle through PLCs by analyzing assessment data and student work, identifying priority TEKS, planning differentiated instruction, monitoring mastery, and adjusting instruction based on student need. 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, and 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: Curriculum, Instruction, and Assessment 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
				450

Strategy 2 Details		Reviews			
Strategy 2: Teachers will utilize district-approved instructional resources, including i-Ready and appropriate supplemental programs, to provide differentiated, TEKS-aligned acceleration based on individual student diagnostic data and identified learning gaps. Strategy's Expected Result/Impact: Students will receive differentiated, TEKS-aligned instruction based on diagnostic data and identified learning gaps, resulting in increased skill mastery, academic growth, and progress toward grade-level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, and PLC 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: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: AEC leadership will implement the Get Better Faster scope and sequence through focused walkthroughs, observation and feedback, coaching cycles, PLC support, and monitoring of high-leverage instructional practices to strengthen Tier 1 instruction. Strategy's Expected Result/Impact: Consistent implementation of the Get Better Faster scope and sequence, focused walkthroughs, coaching, and feedback will strengthen teacher instructional practices and increase the consistency of rigorous, TEKS-aligned Tier I instruction, resulting in improved student engagement, academic growth, and achievement. Staff Responsible for Monitoring: Principal and Assistant Principals Title I: 2.52 - 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: Staff Quality, Recruitment, and Retention 1, 2, 3		Formative			Summative
		Oct	Jan	Mar	May
					451

Strategy 4 Details		Reviews			
Strategy 4: Students identified as not yet meeting grade-level standards will receive targeted intervention based on priority TEKS, assessment results, and individual learning needs through classroom intervention, designated academic support, district-approved digital resources, and Saturday Student Support when appropriate. Strategy's Expected Result/Impact: Students performing below grade level will receive timely, targeted support aligned to identified TEKS and individual learning needs, resulting in increased skill mastery, academic growth, and progress toward Approaches and Meets Grade Level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, PLC Leads, and Saturday Student Support Coordinator 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, 2, 3		Formative			Summative
		Oct	Jan	Mar	May
Strategy 5 Details		Reviews			
Strategy 5: AEC will communicate relevant academic progress, identified TEKS needs, interventions, course progress, credits/EOC needs, and instructional recommendations to the student's home campus through the MTSS/re-entry process to support continuity of academic intervention following the student's DAEP placement. Strategy's Expected Result/Impact: Consistent communication through the MTSS/re-entry process will ensure that academic progress, priority TEKS, successful interventions, course and credit status, and EOC needs are shared with the home campus, resulting in greater instructional continuity and continued academic support following the student's AEC placement. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and MTSS/Re-entry Coordinator Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 1, 2 - Curriculum, Instruction, and Assessment 2		Formative			Summative
		Oct	Jan	Mar	May

Strategy 6 Details		Reviews			
Strategy 6: Within the student's initial enrollment period, AEC will review available STAAR/EOC performance, i-Ready/ benchmark data, current course performance, credits/EOC requirements for high school students, and priority TEKS gaps to establish an academic entry snapshot and identify individualized instructional priorities. Strategy's Expected Result/Impact: Early identification of each student's academic performance, learning gaps, and graduation/EOC needs will allow teachers to establish individualized instructional priorities and provide targeted support from the beginning of the AEC placement, resulting in increased academic growth and progress toward grade-level mastery. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and PLC Leads Title I: 2.53 - 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 2 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

453

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. Root Cause: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.
Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. Root Cause: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m
Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. Root Cause: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement.

Student Achievement

Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. **Root Cause:** Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year.

Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. **Root Cause:** Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause:** AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. **Root Cause:** Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause:** PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause:** Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year. 454

Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. **Root Cause:** Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.

School Organization

Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. **Root Cause:** AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry.

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 2027, AEC students participating in i-Ready Mathematics will demonstrate measurable academic growth from BOY to EOY, with at least 60% of students meeting or exceeding their individual Typical Growth target.

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: i-Ready BOY, MOY, and EOY Diagnostic Reports; i-Ready growth reports; student academic entry snapshots; PLC progress-monitoring data.

Strategy 1 Details	Reviews			
Strategy 1: AEC teachers and leadership will implement a consistent data-driven instructional cycle through PLCs by analyzing assessment data and student work, identifying priority TEKS, planning differentiated instruction, monitoring mastery, and adjusting instruction based on student need. 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, and 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: Curriculum, Instruction, and Assessment 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
				455

Strategy 2 Details		Reviews			
Strategy 2: Teachers will utilize district-approved instructional resources, including i-Ready and appropriate supplemental programs, to provide differentiated, TEKS-aligned acceleration based on individual student diagnostic data and identified learning gaps. Strategy's Expected Result/Impact: Students will receive differentiated, TEKS-aligned instruction based on diagnostic data and identified learning gaps, resulting in increased skill mastery, academic growth, and progress toward grade-level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, and PLC Leads 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: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: AEC leadership will implement the Get Better Faster scope and sequence through focused walkthroughs, observation and feedback, coaching cycles, PLC support, and monitoring of high-leverage instructional practices to strengthen Tier 1 instruction. Strategy's Expected Result/Impact: Consistent implementation of the Get Better Faster scope and sequence, focused walkthroughs, coaching, and feedback will strengthen teacher instructional practices and increase the consistency of rigorous, TEKS-aligned Tier I instruction, resulting in improved student engagement, academic growth, and achievement. Staff Responsible for Monitoring: Principal and Assistant Principals Title I: 2.52 - 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: Staff Quality, Recruitment, and Retention 1, 2, 3		Formative			Summative
		Oct	Jan	Mar	May
					456

Strategy 4 Details		Reviews			
Strategy 4: Students identified as not yet meeting grade-level standards will receive targeted intervention based on priority TEKS, assessment results, and individual learning needs through classroom intervention, designated academic support, district-approved digital resources, and Saturday Student Support when appropriate. Strategy's Expected Result/Impact: Students performing below grade level will receive timely, targeted support aligned to identified TEKS and individual learning needs, resulting in increased skill mastery, academic growth, and progress toward Approaches and Meets Grade Level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, PLC Leads, and Saturday Student Support Coordinator 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, 2, 3		Formative			Summative
		Oct	Jan	Mar	May
Strategy 5 Details		Reviews			
Strategy 5: AEC will communicate relevant academic progress, identified TEKS needs, interventions, course progress, credits/EOC needs, and instructional recommendations to the student's home campus through the MTSS/re-entry process to support continuity of academic intervention following the student's DAEP placement. Strategy's Expected Result/Impact: Consistent communication through the MTSS/re-entry process will ensure that academic progress, priority TEKS, successful interventions, course and credit status, and EOC needs are shared with the home campus, resulting in greater instructional continuity and continued academic support following the student's AEC placement. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and MTSS/Re-entry Coordinator Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 1, 2 - Curriculum, Instruction, and Assessment 2		Formative			Summative
		Oct	Jan	Mar	May
					457

Strategy 6 Details		Reviews			
Strategy 6: Within the student's initial enrollment period, AEC will review available STAAR/EOC performance, i-Ready/ benchmark data, current course performance, credits/EOC requirements for high school students, and priority TEKS gaps to establish an academic entry snapshot and identify individualized instructional priorities. Strategy's Expected Result/Impact: Early identification of each student's academic performance, learning gaps, and graduation/EOC needs will allow teachers to establish individualized instructional priorities and provide targeted support from the beginning of the AEC placement, resulting in increased academic growth and progress toward grade-level mastery. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and PLC Leads Title I: 2.53 - 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 2 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

458

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. Root Cause: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support. Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. Root Cause: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m
Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. Root Cause: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement.

Student Achievement

Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. **Root Cause:** Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year.

Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. **Root Cause:** Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause:** AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. **Root Cause:** Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause:** PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause:** Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year. 459

Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. **Root Cause:** Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.

School Organization

Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. **Root Cause:** AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry.

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 2027, the percentage of AEC English I EOC testers achieving Meets Grade Level or above will increase from 12% to 17%, while the percentage achieving Approaches Grade Level or above will increase from 32% to 37%.

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%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Evaluation Data Sources: English I STAAR EOC results, district benchmark assessments, common formative assessments, student work, and PLC progress-monitoring data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AEC teachers and leadership will implement a consistent data-driven instructional cycle through PLCs by analyzing assessment data and student work, identifying priority TEKS, planning differentiated instruction, monitoring mastery, and adjusting instruction based on student need. 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, and 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: Curriculum, Instruction, and Assessment 1 - School Organization 1				460

Strategy 2 Details		Reviews			
Strategy 2: Teachers will utilize district-approved instructional resources, including i-Ready and appropriate supplemental programs, to provide differentiated, TEKS-aligned acceleration based on individual student diagnostic data and identified learning gaps. Strategy's Expected Result/Impact: Students will receive differentiated, TEKS-aligned instruction based on diagnostic data and identified learning gaps, resulting in increased skill mastery, academic growth, and progress toward grade-level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, and PLC Leads 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: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: AEC leadership will implement the Get Better Faster scope and sequence through focused walkthroughs, observation and feedback, coaching cycles, PLC support, and monitoring of high-leverage instructional practices to strengthen Tier 1 instruction. Strategy's Expected Result/Impact: Consistent implementation of the Get Better Faster scope and sequence, focused walkthroughs, coaching, and feedback will strengthen teacher instructional practices and increase the consistency of rigorous, TEKS-aligned Tier I instruction, resulting in improved student engagement, academic growth, and achievement. Staff Responsible for Monitoring: Principal and Assistant Principals Title I: 2.52 - 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: Staff Quality, Recruitment, and Retention 1, 2, 3		Formative			Summative
		Oct	Jan	Mar	May
					461

Strategy 4 Details		Reviews			
Strategy 4: Students identified as not yet meeting grade-level standards will receive targeted intervention based on priority TEKS, assessment results, and individual learning needs through classroom intervention, designated academic support, district-approved digital resources, and Saturday Student Support when appropriate. Strategy's Expected Result/Impact: Students performing below grade level will receive timely, targeted support aligned to identified TEKS and individual learning needs, resulting in increased skill mastery, academic growth, and progress toward Approaches and Meets Grade Level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, PLC Leads, and Saturday Student Support Coordinator 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, 2, 3		Formative			Summative
		Oct	Jan	Mar	May
Strategy 5 Details		Reviews			
Strategy 5: AEC will communicate relevant academic progress, identified TEKS needs, interventions, course progress, credits/EOC needs, and instructional recommendations to the student's home campus through the MTSS/re-entry process to support continuity of academic intervention following the student's DAEP placement. Strategy's Expected Result/Impact: Consistent communication through the MTSS/re-entry process will ensure that academic progress, priority TEKS, successful interventions, course and credit status, and EOC needs are shared with the home campus, resulting in greater instructional continuity and continued academic support following the student's AEC placement. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and MTSS/Re-entry Coordinator Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 1, 2 - Curriculum, Instruction, and Assessment 2		Formative			Summative
		Oct	Jan	Mar	May

Strategy 6 Details		Reviews			
Strategy 6: Within the student's initial enrollment period, AEC will review available STAAR/EOC performance, i-Ready/ benchmark data, current course performance, credits/EOC requirements for high school students, and priority TEKS gaps to establish an academic entry snapshot and identify individualized instructional priorities. Strategy's Expected Result/Impact: Early identification of each student's academic performance, learning gaps, and graduation/EOC needs will allow teachers to establish individualized instructional priorities and provide targeted support from the beginning of the AEC placement, resulting in increased academic growth and progress toward grade-level mastery. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and PLC Leads Title I: 2.53 - 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 2 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

463

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. Root Cause: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.
Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. Root Cause: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m
Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. Root Cause: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement.

Student Achievement

Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. **Root Cause:** Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year.

Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. **Root Cause:** Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause:** AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. **Root Cause:** Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause:** PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause:** Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year. 464

Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. **Root Cause:** Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.

School Organization

Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. **Root Cause:** AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry.

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 2027, the percentage of AEC English II EOC testers achieving Meets Grade Level or above will increase from 23% to 28%, while the percentage achieving Approaches Grade Level or above will increase from 38% to 43%.

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: English II STAAR EOC results, district benchmark assessments, common formative assessments, student work, and PLC progress-monitoring data.

Strategy 1 Details	Reviews			
Strategy 1: AEC teachers and leadership will implement a consistent data-driven instructional cycle through PLCs by analyzing assessment data and student work, identifying priority TEKS, planning differentiated instruction, monitoring mastery, and adjusting instruction based on student need. 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, and 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: Curriculum, Instruction, and Assessment 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
				465

Strategy 2 Details		Reviews			
Strategy 2: Teachers will utilize district-approved instructional resources, including i-Ready and appropriate supplemental programs, to provide differentiated, TEKS-aligned acceleration based on individual student diagnostic data and identified learning gaps. Strategy's Expected Result/Impact: Students will receive differentiated, TEKS-aligned instruction based on diagnostic data and identified learning gaps, resulting in increased skill mastery, academic growth, and progress toward grade-level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, and PLC Leads 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: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: AEC leadership will implement the Get Better Faster scope and sequence through focused walkthroughs, observation and feedback, coaching cycles, PLC support, and monitoring of high-leverage instructional practices to strengthen Tier 1 instruction. Strategy's Expected Result/Impact: Consistent implementation of the Get Better Faster scope and sequence, focused walkthroughs, coaching, and feedback will strengthen teacher instructional practices and increase the consistency of rigorous, TEKS-aligned Tier I instruction, resulting in improved student engagement, academic growth, and achievement. Staff Responsible for Monitoring: Principal and Assistant Principals Title I: 2.52 - 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: Staff Quality, Recruitment, and Retention 1, 2, 3		Formative			Summative
		Oct	Jan	Mar	May
					466

Strategy 4 Details		Reviews			
Strategy 4: Students identified as not yet meeting grade-level standards will receive targeted intervention based on priority TEKS, assessment results, and individual learning needs through classroom intervention, designated academic support, district-approved digital resources, and Saturday Student Support when appropriate. Strategy's Expected Result/Impact: Students performing below grade level will receive timely, targeted support aligned to identified TEKS and individual learning needs, resulting in increased skill mastery, academic growth, and progress toward Approaches and Meets Grade Level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, PLC Leads, and Saturday Student Support Coordinator 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, 2, 3		Formative			Summative
		Oct	Jan	Mar	May
Strategy 5 Details		Reviews			
Strategy 5: AEC will communicate relevant academic progress, identified TEKS needs, interventions, course progress, credits/EOC needs, and instructional recommendations to the student's home campus through the MTSS/re-entry process to support continuity of academic intervention following the student's DAEP placement. Strategy's Expected Result/Impact: Consistent communication through the MTSS/re-entry process will ensure that academic progress, priority TEKS, successful interventions, course and credit status, and EOC needs are shared with the home campus, resulting in greater instructional continuity and continued academic support following the student's AEC placement. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and MTSS/Re-entry Coordinator Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 1, 2 - Curriculum, Instruction, and Assessment 2		Formative			Summative
		Oct	Jan	Mar	May
					467

Strategy 6 Details		Reviews			
Strategy 6: Within the student's initial enrollment period, AEC will review available STAAR/EOC performance, i-Ready/ benchmark data, current course performance, credits/EOC requirements for high school students, and priority TEKS gaps to establish an academic entry snapshot and identify individualized instructional priorities. Strategy's Expected Result/Impact: Early identification of each student's academic performance, learning gaps, and graduation/EOC needs will allow teachers to establish individualized instructional priorities and provide targeted support from the beginning of the AEC placement, resulting in increased academic growth and progress toward grade-level mastery. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and PLC Leads Title I: 2.53 - 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 2 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

468

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. Root Cause: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.
Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. Root Cause: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m
Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. Root Cause: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement.

Student Achievement

Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. **Root Cause:** Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year.

Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. **Root Cause:** Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause:** AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. **Root Cause:** Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause:** PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause:** Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year. 469

Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. **Root Cause:** Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.

School Organization

Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. **Root Cause:** AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry.

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 2027, the percentage of AEC Algebra I EOC testers achieving Meets Grade Level or above will increase from 5% to 10%, while the percentage achieving Approaches Grade Level or above will increase from 32% to 37%.

Indicators of Success:
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: Algebra I STAAR EOC results, district benchmark assessments, common formative assessments, student work, and PLC progress-monitoring data.

Strategy 1 Details	Reviews			
Strategy 1: AEC teachers and leadership will implement a consistent data-driven instructional cycle through PLCs by analyzing assessment data and student work, identifying priority TEKS, planning differentiated instruction, monitoring mastery, and adjusting instruction based on student need. 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, and 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: Curriculum, Instruction, and Assessment 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
				470

Strategy 2 Details		Reviews			
Strategy 2: Teachers will utilize district-approved instructional resources, including i-Ready and appropriate supplemental programs, to provide differentiated, TEKS-aligned acceleration based on individual student diagnostic data and identified learning gaps. Strategy's Expected Result/Impact: Students will receive differentiated, TEKS-aligned instruction based on diagnostic data and identified learning gaps, resulting in increased skill mastery, academic growth, and progress toward grade-level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, and PLC Leads 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: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: AEC leadership will implement the Get Better Faster scope and sequence through focused walkthroughs, observation and feedback, coaching cycles, PLC support, and monitoring of high-leverage instructional practices to strengthen Tier 1 instruction. Strategy's Expected Result/Impact: Consistent implementation of the Get Better Faster scope and sequence, focused walkthroughs, coaching, and feedback will strengthen teacher instructional practices and increase the consistency of rigorous, TEKS-aligned Tier I instruction, resulting in improved student engagement, academic growth, and achievement. Staff Responsible for Monitoring: Principal and Assistant Principals Title I: 2.52 - 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: Staff Quality, Recruitment, and Retention 1, 2, 3		Formative			Summative
		Oct	Jan	Mar	May
					471

Strategy 4 Details		Reviews			
Strategy 4: Students identified as not yet meeting grade-level standards will receive targeted intervention based on priority TEKS, assessment results, and individual learning needs through classroom intervention, designated academic support, district-approved digital resources, and Saturday Student Support when appropriate. Strategy's Expected Result/Impact: Students performing below grade level will receive timely, targeted support aligned to identified TEKS and individual learning needs, resulting in increased skill mastery, academic growth, and progress toward Approaches and Meets Grade Level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, PLC Leads, and Saturday Student Support Coordinator 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, 2, 3		Formative			Summative
		Oct	Jan	Mar	May
Strategy 5 Details		Reviews			
Strategy 5: AEC will communicate relevant academic progress, identified TEKS needs, interventions, course progress, credits/EOC needs, and instructional recommendations to the student's home campus through the MTSS/re-entry process to support continuity of academic intervention following the student's DAEP placement. Strategy's Expected Result/Impact: Consistent communication through the MTSS/re-entry process will ensure that academic progress, priority TEKS, successful interventions, course and credit status, and EOC needs are shared with the home campus, resulting in greater instructional continuity and continued academic support following the student's AEC placement. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and MTSS/Re-entry Coordinator Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 1, 2 - Curriculum, Instruction, and Assessment 2		Formative			Summative
		Oct	Jan	Mar	May
					472

Strategy 6 Details		Reviews			
Strategy 6: Within the student's initial enrollment period, AEC will review available STAAR/EOC performance, i-Ready/ benchmark data, current course performance, credits/EOC requirements for high school students, and priority TEKS gaps to establish an academic entry snapshot and identify individualized instructional priorities. Strategy's Expected Result/Impact: Early identification of each student's academic performance, learning gaps, and graduation/EOC needs will allow teachers to establish individualized instructional priorities and provide targeted support from the beginning of the AEC placement, resulting in increased academic growth and progress toward grade-level mastery. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and PLC Leads Title I: 2.53 - 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 2 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

473

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. Root Cause: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.
Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. Root Cause: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m
Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. Root Cause: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement.

Student Achievement

Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. **Root Cause:** Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year.

Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. **Root Cause:** Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause:** AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. **Root Cause:** Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause:** PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause:** Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year. 474

Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. **Root Cause:** Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.

School Organization

Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. **Root Cause:** AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry.

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 2027, the percentage of AEC Biology EOC testers achieving Meets Grade Level or above will increase from 33% to 38%, while maintaining at least 78% at Approaches Grade Level or above.

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

Evaluation Data Sources: Biology STAAR EOC results, district benchmark assessments, common formative assessments, student work, and PLC progress-monitoring data.

Strategy 1 Details	Reviews			
Strategy 1: AEC teachers and leadership will implement a consistent data-driven instructional cycle through PLCs by analyzing assessment data and student work, identifying priority TEKS, planning differentiated instruction, monitoring mastery, and adjusting instruction based on student need. 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, and 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: Curriculum, Instruction, and Assessment 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
				475

Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize district-approved instructional resources, including i-Ready and appropriate supplemental programs, to provide differentiated, TEKS-aligned acceleration based on individual student diagnostic data and identified learning gaps. Strategy's Expected Result/Impact: Students will receive differentiated, TEKS-aligned instruction based on diagnostic data and identified learning gaps, resulting in increased skill mastery, academic growth, and progress toward grade-level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, and PLC Leads 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: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: AEC leadership will implement the Get Better Faster scope and sequence through focused walkthroughs, observation and feedback, coaching cycles, PLC support, and monitoring of high-leverage instructional practices to strengthen Tier 1 instruction. Strategy's Expected Result/Impact: Consistent implementation of the Get Better Faster scope and sequence, focused walkthroughs, coaching, and feedback will strengthen teacher instructional practices and increase the consistency of rigorous, TEKS-aligned Tier I instruction, resulting in improved student engagement, academic growth, and achievement. Staff Responsible for Monitoring: Principal and Assistant Principals Title I: 2.52 - 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: Staff Quality, Recruitment, and Retention 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	May
				476

Strategy 4 Details		Reviews			
Strategy 4: Students identified as not yet meeting grade-level standards will receive targeted intervention based on priority TEKS, assessment results, and individual learning needs through classroom intervention, designated academic support, district-approved digital resources, and Saturday Student Support when appropriate. Strategy's Expected Result/Impact: Students performing below grade level will receive timely, targeted support aligned to identified TEKS and individual learning needs, resulting in increased skill mastery, academic growth, and progress toward Approaches and Meets Grade Level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, PLC Leads, and Saturday Student Support Coordinator 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, 2, 3		Formative			Summative
		Oct	Jan	Mar	May
Strategy 5 Details		Reviews			
Strategy 5: AEC will communicate relevant academic progress, identified TEKS needs, interventions, course progress, credits/EOC needs, and instructional recommendations to the student's home campus through the MTSS/re-entry process to support continuity of academic intervention following the student's DAEP placement. Strategy's Expected Result/Impact: Consistent communication through the MTSS/re-entry process will ensure that academic progress, priority TEKS, successful interventions, course and credit status, and EOC needs are shared with the home campus, resulting in greater instructional continuity and continued academic support following the student's AEC placement. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and MTSS/Re-entry Coordinator Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 1, 2 - Curriculum, Instruction, and Assessment 2		Formative			Summative
		Oct	Jan	Mar	May
					477

Strategy 6 Details		Reviews			
Strategy 6: Within the student's initial enrollment period, AEC will review available STAAR/EOC performance, i-Ready/ benchmark data, current course performance, credits/EOC requirements for high school students, and priority TEKS gaps to establish an academic entry snapshot and identify individualized instructional priorities. Strategy's Expected Result/Impact: Early identification of each student's academic performance, learning gaps, and graduation/EOC needs will allow teachers to establish individualized instructional priorities and provide targeted support from the beginning of the AEC placement, resulting in increased academic growth and progress toward grade-level mastery. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and PLC Leads Title I: 2.53 - 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 2 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

478

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. Root Cause: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support. Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. Root Cause: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m
Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. Root Cause: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement.

Student Achievement

Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. **Root Cause:** Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year.

Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. **Root Cause:** Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause:** AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. **Root Cause:** Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause:** PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause:** Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year. 479

Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. **Root Cause:** Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.

School Organization

Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. **Root Cause:** AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry.

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 2027, the percentage of AEC U.S. History EOC testers achieving Meets Grade Level or above will increase from 40% to 45%, while maintaining at least 70% at Approaches Grade Level or above.

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

Evaluation Data Sources: U.S. History STAAR EOC results, district benchmark assessments, common formative assessments, student work, and PLC progress-monitoring data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AEC teachers and leadership will implement a consistent data-driven instructional cycle through PLCs by analyzing assessment data and student work, identifying priority TEKS, planning differentiated instruction, monitoring mastery, and adjusting instruction based on student need. 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, and 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: Curriculum, Instruction, and Assessment 1 - School Organization 1				480

Strategy 2 Details		Reviews			
Strategy 2: Teachers will utilize district-approved instructional resources, including i-Ready and appropriate supplemental programs, to provide differentiated, TEKS-aligned acceleration based on individual student diagnostic data and identified learning gaps. Strategy's Expected Result/Impact: Students will receive differentiated, TEKS-aligned instruction based on diagnostic data and identified learning gaps, resulting in increased skill mastery, academic growth, and progress toward grade-level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, and PLC Leads 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: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: AEC leadership will implement the Get Better Faster scope and sequence through focused walkthroughs, observation and feedback, coaching cycles, PLC support, and monitoring of high-leverage instructional practices to strengthen Tier 1 instruction. Strategy's Expected Result/Impact: Consistent implementation of the Get Better Faster scope and sequence, focused walkthroughs, coaching, and feedback will strengthen teacher instructional practices and increase the consistency of rigorous, TEKS-aligned Tier I instruction, resulting in improved student engagement, academic growth, and achievement. Staff Responsible for Monitoring: Principal and Assistant Principals Title I: 2.52 - 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: Staff Quality, Recruitment, and Retention 1, 2, 3		Formative			Summative
		Oct	Jan	Mar	May
					481

Strategy 4 Details		Reviews			
Strategy 4: Students identified as not yet meeting grade-level standards will receive targeted intervention based on priority TEKS, assessment results, and individual learning needs through classroom intervention, designated academic support, district-approved digital resources, and Saturday Student Support when appropriate. Strategy's Expected Result/Impact: Students performing below grade level will receive timely, targeted support aligned to identified TEKS and individual learning needs, resulting in increased skill mastery, academic growth, and progress toward Approaches and Meets Grade Level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, PLC Leads, and Saturday Student Support Coordinator 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, 2, 3		Formative			Summative
		Oct	Jan	Mar	May
Strategy 5 Details		Reviews			
Strategy 5: AEC will communicate relevant academic progress, identified TEKS needs, interventions, course progress, credits/EOC needs, and instructional recommendations to the student's home campus through the MTSS/re-entry process to support continuity of academic intervention following the student's DAEP placement. Strategy's Expected Result/Impact: Consistent communication through the MTSS/re-entry process will ensure that academic progress, priority TEKS, successful interventions, course and credit status, and EOC needs are shared with the home campus, resulting in greater instructional continuity and continued academic support following the student's AEC placement. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and MTSS/Re-entry Coordinator Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 1, 2 - Curriculum, Instruction, and Assessment 2		Formative			Summative
		Oct	Jan	Mar	May
					482

Strategy 6 Details		Reviews			
Strategy 6: Within the student's initial enrollment period, AEC will review available STAAR/EOC performance, i-Ready/ benchmark data, current course performance, credits/EOC requirements for high school students, and priority TEKS gaps to establish an academic entry snapshot and identify individualized instructional priorities. Strategy's Expected Result/Impact: Early identification of each student's academic performance, learning gaps, and graduation/EOC needs will allow teachers to establish individualized instructional priorities and provide targeted support from the beginning of the AEC placement, resulting in increased academic growth and progress toward grade-level mastery. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and PLC Leads Title I: 2.53 - 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 2 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

483

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. Root Cause: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.
Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. Root Cause: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m
Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. Root Cause: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement.

Student Achievement

Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. **Root Cause:** Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year.

Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. **Root Cause:** Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause:** AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. **Root Cause:** Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause:** PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause:** Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year. 484

Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. **Root Cause:** Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.

School Organization

Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. **Root Cause:** AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry.

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: By May 2027, the percentage of students performing at the Meets Grade Level or above on 6th-8th Reading STAAR will increase from 13% to 18%.

Reading Meets: 6th RLA: 7%, 7th RLA: 21%, and 8th RLA: 12%

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: 6th-8th Reading STAAR EOC results, district benchmark assessments, common formative assessments, student work, and PLC progress-monitoring data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
				485

Strategy 1: AEC teachers and leadership will implement a consistent data-driven instructional cycle through PLCs by analyzing assessment data and student work, identifying priority TEKS, planning differentiated instruction, monitoring mastery, and adjusting instruction based on student need.

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, and 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: Curriculum, Instruction, and Assessment 1 - School Organization 1

Strategy 2 Details		Reviews			
Strategy 2: Teachers will utilize district-approved instructional resources, including i-Ready and appropriate supplemental programs, to provide differentiated, TEKS-aligned acceleration based on individual student diagnostic data and identified learning gaps. Strategy's Expected Result/Impact: Students will receive differentiated, TEKS-aligned instruction based on diagnostic data and identified learning gaps, resulting in increased skill mastery, academic growth, and progress toward grade-level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, and PLC Leads 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: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: AEC leadership will implement the Get Better Faster scope and sequence through focused walkthroughs, observation and feedback, coaching cycles, PLC support, and monitoring of high-leverage instructional practices to strengthen Tier 1 instruction. Strategy's Expected Result/Impact: Consistent implementation of the Get Better Faster scope and sequence, focused walkthroughs, coaching, and feedback will strengthen teacher instructional practices and increase the consistency of rigorous, TEKS-aligned Tier I instruction, resulting in improved student engagement, academic growth, and achievement. Staff Responsible for Monitoring: Principal and Assistant Principals Title I: 2.52 - 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: Staff Quality, Recruitment, and Retention 1, 2, 3		Formative			Summative
		Oct	Jan	Mar	May
					486

Strategy 4 Details		Reviews			
Strategy 4: Students identified as not yet meeting grade-level standards will receive targeted intervention based on priority TEKS, assessment results, and individual learning needs through classroom intervention, designated academic support, district-approved digital resources, and Saturday Student Support when appropriate. Strategy's Expected Result/Impact: Students performing below grade level will receive timely, targeted support aligned to identified TEKS and individual learning needs, resulting in increased skill mastery, academic growth, and progress toward Approaches and Meets Grade Level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, PLC Leads, and Saturday Student Support Coordinator 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, 2, 3		Formative			Summative
		Oct	Jan	Mar	May
Strategy 5 Details		Reviews			
Strategy 5: AEC will communicate relevant academic progress, identified TEKS needs, interventions, course progress, credits/EOC needs, and instructional recommendations to the student's home campus through the MTSS/re-entry process to support continuity of academic intervention following the student's DAEP placement. Strategy's Expected Result/Impact: Consistent communication through the MTSS/re-entry process will ensure that academic progress, priority TEKS, successful interventions, course and credit status, and EOC needs are shared with the home campus, resulting in greater instructional continuity and continued academic support following the student's AEC placement. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and MTSS/Re-entry Coordinator Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 1, 2 - Curriculum, Instruction, and Assessment 2		Formative			Summative
		Oct	Jan	Mar	May

Strategy 6 Details		Reviews			
Strategy 6: Within the student's initial enrollment period, AEC will review available STAAR/EOC performance, i-Ready/ benchmark data, current course performance, credits/EOC requirements for high school students, and priority TEKS gaps to establish an academic entry snapshot and identify individualized instructional priorities. Strategy's Expected Result/Impact: Early identification of each student's academic performance, learning gaps, and graduation/EOC needs will allow teachers to establish individualized instructional priorities and provide targeted support from the beginning of the AEC placement, resulting in increased academic growth and progress toward grade-level mastery. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and PLC Leads Title I: 2.53 - 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 2 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

488

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. Root Cause: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.
Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. Root Cause: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m
Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. Root Cause: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement.

Student Achievement

Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. **Root Cause:** Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year.

Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. **Root Cause:** Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause:** AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. **Root Cause:** Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause:** PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause:** Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained 489 consistently throughout the entire school year.

Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. **Root Cause:** Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.

School Organization

Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. **Root Cause:** AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry.

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 9: By May 2027, the percentage of students performing at the Meets Grade Level or above on 6th-8th Math STAAR will increase from 2% to 7%.

Math Meets: 6th Math Meets: 0%, 7th Math Meets: 0%, and 8th Math Meets: 6%

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: 6th- 8th Math STAAR EOC results, district benchmark assessments, common formative assessments, student work, and PLC progress-monitoring data.

Strategy 1 Details	Reviews			
Strategy 1: AEC teachers and leadership will implement a consistent data-driven instructional cycle through PLCs by analyzing assessment data and student work, identifying priority TEKS, planning differentiated instruction, monitoring mastery, and adjusting instruction based on student need. 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, and 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: Curriculum, Instruction, and Assessment 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
				490

Strategy 2 Details		Reviews			
Strategy 2: Teachers will utilize district-approved instructional resources, including i-Ready and appropriate supplemental programs, to provide differentiated, TEKS-aligned acceleration based on individual student diagnostic data and identified learning gaps. Strategy's Expected Result/Impact: Students will receive differentiated, TEKS-aligned instruction based on diagnostic data and identified learning gaps, resulting in increased skill mastery, academic growth, and progress toward grade-level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, and PLC Leads 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: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: AEC leadership will implement the Get Better Faster scope and sequence through focused walkthroughs, observation and feedback, coaching cycles, PLC support, and monitoring of high-leverage instructional practices to strengthen Tier 1 instruction. Strategy's Expected Result/Impact: Consistent implementation of the Get Better Faster scope and sequence, focused walkthroughs, coaching, and feedback will strengthen teacher instructional practices and increase the consistency of rigorous, TEKS-aligned Tier I instruction, resulting in improved student engagement, academic growth, and achievement. Staff Responsible for Monitoring: Principal and Assistant Principals Title I: 2.52 - 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: Staff Quality, Recruitment, and Retention 1, 2, 3		Formative			Summative
		Oct	Jan	Mar	May
					491

Strategy 4 Details		Reviews			
Strategy 4: Students identified as not yet meeting grade-level standards will receive targeted intervention based on priority TEKS, assessment results, and individual learning needs through classroom intervention, designated academic support, district-approved digital resources, and Saturday Student Support when appropriate. Strategy's Expected Result/Impact: Students performing below grade level will receive timely, targeted support aligned to identified TEKS and individual learning needs, resulting in increased skill mastery, academic growth, and progress toward Approaches and Meets Grade Level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, PLC Leads, and Saturday Student Support Coordinator 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, 2, 3		Formative			Summative
		Oct	Jan	Mar	May
Strategy 5 Details		Reviews			
Strategy 5: AEC will communicate relevant academic progress, identified TEKS needs, interventions, course progress, credits/EOC needs, and instructional recommendations to the student's home campus through the MTSS/re-entry process to support continuity of academic intervention following the student's DAEP placement. Strategy's Expected Result/Impact: Consistent communication through the MTSS/re-entry process will ensure that academic progress, priority TEKS, successful interventions, course and credit status, and EOC needs are shared with the home campus, resulting in greater instructional continuity and continued academic support following the student's AEC placement. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and MTSS/Re-entry Coordinator Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 1, 2 - Curriculum, Instruction, and Assessment 2		Formative			Summative
		Oct	Jan	Mar	May

Strategy 6 Details		Reviews			
Strategy 6: Within the student's initial enrollment period, AEC will review available STAAR/EOC performance, i-Ready/ benchmark data, current course performance, credits/EOC requirements for high school students, and priority TEKS gaps to establish an academic entry snapshot and identify individualized instructional priorities. Strategy's Expected Result/Impact: Early identification of each student's academic performance, learning gaps, and graduation/EOC needs will allow teachers to establish individualized instructional priorities and provide targeted support from the beginning of the AEC placement, resulting in increased academic growth and progress toward grade-level mastery. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and PLC Leads Title I: 2.53 - 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 2 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

493

Performance Objective 9 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. Root Cause: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.
Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. Root Cause: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m
Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. Root Cause: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement.

Student Achievement

Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. **Root Cause:** Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year.

Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. **Root Cause:** Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause:** AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. **Root Cause:** Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause:** PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause:** Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained 494 consistently throughout the entire school year.

Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. **Root Cause:** Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.

School Organization

Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. **Root Cause:** AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry.

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 10: By May 2027, the percentage of students performing at the Meets Grade Level or above on 8th Grade Social Studies STAAR will increase from 3% to 8%.

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

Evaluation Data Sources: 8th Social Studies STAAR EOC results, district benchmark assessments, common formative assessments, student work, and PLC progress-monitoring data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AEC teachers and leadership will implement a consistent data-driven instructional cycle through PLCs by analyzing assessment data and student work, identifying priority TEKS, planning differentiated instruction, monitoring mastery, and adjusting instruction based on student need. 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, and 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: Curriculum, Instruction, and Assessment 1 - School Organization 1				495

Strategy 2 Details		Reviews			
Strategy 2: Teachers will utilize district-approved instructional resources, including i-Ready and appropriate supplemental programs, to provide differentiated, TEKS-aligned acceleration based on individual student diagnostic data and identified learning gaps. Strategy's Expected Result/Impact: Students will receive differentiated, TEKS-aligned instruction based on diagnostic data and identified learning gaps, resulting in increased skill mastery, academic growth, and progress toward grade-level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, and PLC Leads 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: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: AEC leadership will implement the Get Better Faster scope and sequence through focused walkthroughs, observation and feedback, coaching cycles, PLC support, and monitoring of high-leverage instructional practices to strengthen Tier 1 instruction. Strategy's Expected Result/Impact: Consistent implementation of the Get Better Faster scope and sequence, focused walkthroughs, coaching, and feedback will strengthen teacher instructional practices and increase the consistency of rigorous, TEKS-aligned Tier I instruction, resulting in improved student engagement, academic growth, and achievement. Staff Responsible for Monitoring: Principal and Assistant Principals Title I: 2.52 - 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: Staff Quality, Recruitment, and Retention 1, 2, 3		Formative			Summative
		Oct	Jan	Mar	May
					496

Strategy 4 Details		Reviews			
Strategy 4: Students identified as not yet meeting grade-level standards will receive targeted intervention based on priority TEKS, assessment results, and individual learning needs through classroom intervention, designated academic support, district-approved digital resources, and Saturday Student Support when appropriate. Strategy's Expected Result/Impact: Students performing below grade level will receive timely, targeted support aligned to identified TEKS and individual learning needs, resulting in increased skill mastery, academic growth, and progress toward Approaches and Meets Grade Level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, PLC Leads, and Saturday Student Support Coordinator 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, 2, 3		Formative			Summative
		Oct	Jan	Mar	May
Strategy 5 Details		Reviews			
Strategy 5: AEC will communicate relevant academic progress, identified TEKS needs, interventions, course progress, credits/EOC needs, and instructional recommendations to the student's home campus through the MTSS/re-entry process to support continuity of academic intervention following the student's DAEP placement. Strategy's Expected Result/Impact: Consistent communication through the MTSS/re-entry process will ensure that academic progress, priority TEKS, successful interventions, course and credit status, and EOC needs are shared with the home campus, resulting in greater instructional continuity and continued academic support following the student's AEC placement. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and MTSS/Re-entry Coordinator Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 1, 2 - Curriculum, Instruction, and Assessment 2		Formative			Summative
		Oct	Jan	Mar	May

Strategy 6 Details		Reviews			
Strategy 6: Within the student's initial enrollment period, AEC will review available STAAR/EOC performance, i-Ready/ benchmark data, current course performance, credits/EOC requirements for high school students, and priority TEKS gaps to establish an academic entry snapshot and identify individualized instructional priorities. Strategy's Expected Result/Impact: Early identification of each student's academic performance, learning gaps, and graduation/EOC needs will allow teachers to establish individualized instructional priorities and provide targeted support from the beginning of the AEC placement, resulting in increased academic growth and progress toward grade-level mastery. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and PLC Leads Title I: 2.53 - 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 2 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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Performance Objective 10 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. Root Cause: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support. Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. Root Cause: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m
Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. Root Cause: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement.

Student Achievement

Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. **Root Cause:** Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year.

Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. **Root Cause:** Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause:** AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. **Root Cause:** Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause:** PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause:** Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained 499 consistently throughout the entire school year.

Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. **Root Cause:** Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.

School Organization

Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. **Root Cause:** AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry.

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 11: By May 2027, the percentage of students performing at the Meets Grade Level or above on 8th Grade Science STAAR will increase from 0% to 5%.

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

Evaluation Data Sources: 8th Science STAAR EOC results, district benchmark assessments, common formative assessments, student work, and PLC progress-monitoring data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AEC teachers and leadership will implement a consistent data-driven instructional cycle through PLCs by analyzing assessment data and student work, identifying priority TEKS, planning differentiated instruction, monitoring mastery, and adjusting instruction based on student need. 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, and 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: Curriculum, Instruction, and Assessment 1 - School Organization 1				500

Strategy 2 Details		Reviews			
Strategy 2: Teachers will utilize district-approved instructional resources, including i-Ready and appropriate supplemental programs, to provide differentiated, TEKS-aligned acceleration based on individual student diagnostic data and identified learning gaps. Strategy's Expected Result/Impact: Students will receive differentiated, TEKS-aligned instruction based on diagnostic data and identified learning gaps, resulting in increased skill mastery, academic growth, and progress toward grade-level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, and PLC Leads 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: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: AEC leadership will implement the Get Better Faster scope and sequence through focused walkthroughs, observation and feedback, coaching cycles, PLC support, and monitoring of high-leverage instructional practices to strengthen Tier 1 instruction. Strategy's Expected Result/Impact: Consistent implementation of the Get Better Faster scope and sequence, focused walkthroughs, coaching, and feedback will strengthen teacher instructional practices and increase the consistency of rigorous, TEKS-aligned Tier I instruction, resulting in improved student engagement, academic growth, and achievement. Staff Responsible for Monitoring: Principal and Assistant Principals Title I: 2.52 - 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: Staff Quality, Recruitment, and Retention 1, 2, 3		Formative			Summative
		Oct	Jan	Mar	May
					501

Strategy 4 Details		Reviews			
Strategy 4: Students identified as not yet meeting grade-level standards will receive targeted intervention based on priority TEKS, assessment results, and individual learning needs through classroom intervention, designated academic support, district-approved digital resources, and Saturday Student Support when appropriate. Strategy's Expected Result/Impact: Students performing below grade level will receive timely, targeted support aligned to identified TEKS and individual learning needs, resulting in increased skill mastery, academic growth, and progress toward Approaches and Meets Grade Level performance on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, PLC Leads, and Saturday Student Support Coordinator 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, 2, 3		Formative			Summative
		Oct	Jan	Mar	May
Strategy 5 Details		Reviews			
Strategy 5: AEC will communicate relevant academic progress, identified TEKS needs, interventions, course progress, credits/EOC needs, and instructional recommendations to the student's home campus through the MTSS/re-entry process to support continuity of academic intervention following the student's DAEP placement. Strategy's Expected Result/Impact: Consistent communication through the MTSS/re-entry process will ensure that academic progress, priority TEKS, successful interventions, course and credit status, and EOC needs are shared with the home campus, resulting in greater instructional continuity and continued academic support following the student's AEC placement. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and MTSS/Re-entry Coordinator Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 1, 2 - Curriculum, Instruction, and Assessment 2		Formative			Summative
		Oct	Jan	Mar	May

Strategy 6 Details		Reviews			
Strategy 6: Within the student's initial enrollment period, AEC will review available STAAR/EOC performance, i-Ready/ benchmark data, current course performance, credits/EOC requirements for high school students, and priority TEKS gaps to establish an academic entry snapshot and identify individualized instructional priorities. Strategy's Expected Result/Impact: Early identification of each student's academic performance, learning gaps, and graduation/EOC needs will allow teachers to establish individualized instructional priorities and provide targeted support from the beginning of the AEC placement, resulting in increased academic growth and progress toward grade-level mastery. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, and PLC Leads Title I: 2.53 - 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 2 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

503

Performance Objective 11 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. Root Cause: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.
Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. Root Cause: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m
Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. Root Cause: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement.

Student Achievement

Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. **Root Cause:** Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year.

Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. **Root Cause:** Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. **Root Cause:** AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. **Root Cause:** Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause:** PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause:** Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year. 504

Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. **Root Cause:** Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.

School Organization

Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. **Root Cause:** AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry.

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: By May 2027, AEC student daily attendance will increase from 82.7% to 88%, demonstrating progress toward the district target of 95%.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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%, 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 rate, chronic absenteeism, student-level attendance reports, parent contact documentation, attendance intervention records, and placement completion data.

Strategy 1 Details	Reviews			
Strategy 1: Early Attendance Intervention: AEC will monitor attendance regularly to identify absences, tardies, early checkouts, and emerging attendance patterns and provide timely student and family interventions. Strategy's Expected Result/Impact: Regular review of attendance data will allow staff to identify patterns of absences, tardies, and early checkouts and provide timely interventions, resulting in improved daily attendance and reduced chronic absenteeism. Staff Responsible for Monitoring: Assistant Principals, Attendance Clerk, Principal Problem Statements: Demographics 1, 2 - School Culture and Climate 2 - Family and Community Engagement 2	Formative			Summative
	Oct	Jan	Mar	May
				506
Strategy 2 Details	Reviews			
Strategy 2: Student & Family Engagement: AEC will strengthen attendance through parent communication, student goal setting, attendance incentives, counseling/CIS supports, transportation coordination, and individualized interventions for students demonstrating attendance concerns. Strategy's Expected Result/Impact: Consistent family communication, student goal setting, attendance incentives, counseling/CIS support, transportation coordination, and individualized interventions will address barriers to attendance and increase consistent student participation and successful placement completion. Staff Responsible for Monitoring: Assistant Principals, Attendance Clerk, Guidance Counselor, SAS Counselor, CIS Coordinator Problem Statements: Demographics 1, 2 - School Culture and Climate 2 - Family and Community Engagement 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. Root Cause: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support. Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. Root Cause: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m
School Culture and Climate
Problem Statement 2: AEC's attendance rate was 78.6% compared with 92.1% district wide, and 50.1% of students were chronically absent. Root Cause: Students enter AEC with varying patterns of attendance and engagement, while transportation, family, behavioral, and social-emotional factors can further affect consistent attendance. Stronger attendance monitoring, early intervention, family communication, and student incentives are needed.
Family and Community Engagement
Problem Statement 2: Student attendance of 78.6% and chronic absenteeism of 50.1% indicate a need to strengthen family partnerships around attendance and student engagement. Root Cause: Families need consistent, proactive communication regarding attendance, academic progress, behavior, available supports, and expectations throughout the student's placement rather than only when concerns arise.

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 May 2027, AEC will decrease exclusionary disciplinary infractions from 923 to 800 or fewer.

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, exclusionary disciplinary infractions, repeat-offender data, behavior intervention documentation, restorative-practice data, Panorama student data, and MTSS/re-entry information.

Strategy 1 Details	Reviews			
Strategy 1: Emergent Tree & Restorative Practices: AEC will consistently implement the Be Safe, Be Respectful, and Be Responsible expectations through explicit teaching, positive reinforcement, restorative practices, relationship building, and consistent responses to behavior. Strategy's Expected Result/Impact: Consistent implementation of Be Safe, Be Respectful, and Be Responsible, positive reinforcement, and restorative practices will strengthen student accountability, relationships, and decision-making while reducing exclusionary disciplinary incidents and instructional disruptions. Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, Teachers Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	May
				508
Strategy 2 Details	Reviews			
Strategy 2: Targeted Behavioral Intervention: AEC administration, counselors, CIS, behavior support staff, and teachers will use discipline and student-support data to identify students demonstrating repeated behavioral concerns and provide individualized interventions, counseling, restorative supports, and progress monitoring. Strategy's Expected Result/Impact: Early identification of students demonstrating repeated behavioral concerns and implementation of individualized behavioral, counseling, restorative, and MTSS supports will reduce repeated referrals and exclusionary discipline while increasing successful placement completion and re-entry. Staff Responsible for Monitoring: Assistant Principals, Behavior Interventionist, Guidance Counselor, SAS Counselor, CIS Coordinator Problem Statements: Demographics 1, 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. **Root Cause:** Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.

Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. **Root Cause:** Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m

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: Reduce the percentage of repeat offenders from 39.16% to 34.16% by May 2027.

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, exclusionary disciplinary infractions, repeat-offender data, behavior intervention documentation, restorative-practice data, Panorama student data, and MTSS/re-entry information.

Strategy 1 Details	Reviews			
Strategy 1: Emergent Tree & Restorative Practices: AEC will consistently implement the Be Safe, Be Respectful, and Be Responsible expectations through explicit teaching, positive reinforcement, restorative practices, relationship building, and consistent responses to behavior. Strategy's Expected Result/Impact: Consistent implementation of Be Safe, Be Respectful, and Be Responsible, positive reinforcement, and restorative practices will strengthen student accountability, relationships, and decision-making while reducing exclusionary disciplinary incidents and instructional disruptions. Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, Teachers Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	May
				510
Strategy 2 Details	Reviews			
Strategy 2: Targeted Behavioral Intervention: AEC administration, counselors, CIS, behavior support staff, and teachers will use discipline and student-support data to identify students demonstrating repeated behavioral concerns and provide individualized interventions, counseling, restorative supports, and progress monitoring. Strategy's Expected Result/Impact: Early identification of students demonstrating repeated behavioral concerns and implementation of individualized behavioral, counseling, restorative, and MTSS supports will reduce repeated referrals and exclusionary discipline while increasing successful placement completion and re-entry. Staff Responsible for Monitoring: Assistant Principals, Behavior Interventionist, Guidance Counselor, SAS Counselor, CIS Coordinator Problem Statements: Demographics 1, 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. **Root Cause:** Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.

Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. **Root Cause:** Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m

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 2027, AEC will increase the percentage of eligible high school students making progress toward College, Career, or Military Readiness, as measured through CCMR indicators, credit attainment, credit recovery completion, graduation planning, and collaboration with home campuses.

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: Credit reports, graduation plans, Edgenuity/credit recovery completion, EOC status, CCMR data, course completion, and re-entry documentation.

Strategy 1 Details	Reviews			
Strategy 1: Individual Graduation/CCMR Review: AEC counselors will review each high school student's credits, graduation plan, EOC status, current courses, credit recovery needs, and available CCMR indicators to identify opportunities for continued progress during the student's placement. Strategy's Expected Result/Impact: Students' graduation and CCMR needs will be identified early in their AEC placement, allowing staff to provide targeted support for credit completion, EOC requirements, graduation progress, and available CCMR opportunities. This will help students remain on track for graduation and increase progress toward CCMR readiness. Staff Responsible for Monitoring: Guidance Counselor and Principal Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 2	Formative			Summative
	Oct	Jan	Mar	May
				512
Strategy 2 Details	Reviews			
Strategy 2: Credit Recovery & Home-Campus Coordination: AEC will provide district-approved credit recovery opportunities and collaborate with home-campus counselors to monitor course completion, graduation requirements, and CCMR opportunities so students remain on track during and after their AEC placement. Strategy's Expected Result/Impact: Students will maintain academic progress during their AEC placement through access to credit recovery and ongoing coordination with home campuses. Increased monitoring of course completion, graduation requirements, and CCMR opportunities will help students recover credits, remain on track for graduation, and continue progress toward CCMR readiness after returning to their home campus. Staff Responsible for Monitoring: Guidance Counselor and Principal Problem Statements: School Organization 1, 2 - Technology 1, 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: Although AEC exceeded its 2026 Meets goals across all RLA/English assessments and U.S. History, performance at the Meets Grade Level standard remains inconsistent across content areas, with 0% Meets in 6th Math, 7th Math, and 8th Science; 5% in Algebra I; and 6% in 8th Math. Root Cause: Students demonstrate varying levels of prerequisite knowledge upon enrollment, requiring stronger systems for identifying individual learning gaps and providing targeted, TEKS-aligned intervention within the limited instructional time available during placement. Problem Statement 2: Mathematics continues to be AEC's greatest academic opportunity, with 0% Meets in 6th and 7th Math, 6% Meets in 8th Math, and 5% Meets in Algebra I in 2026. Root Cause: Students demonstrate gaps in prerequisite mathematical skills, while consistent implementation of data-driven PLCs, targeted intervention, and instructional coaching was not sustained throughout the entire school year. Problem Statement 3: Performance in 8th Grade Science declined from 18% to 12% Approaches, with 0% achieving Meets Grade Level, while Biology remained comparatively strong at 78% Approaches and 33% Meets. Root Cause: Middle school science instruction requires increased emphasis on TEKS alignment, academic vocabulary, prerequisite science concepts, and targeted intervention based on assessment data.
Curriculum, Instruction, and Assessment
Problem Statement 2: AEC's short-term placements require teachers to identify and respond to student learning needs within a limited instructional window. Root Cause: Students enter AEC at different points within district curriculum units and with varying levels of prerequisite knowledge, requiring stronger systems for quickly identifying current learning needs and aligning instruction with home-campus curriculum.
School Organization
Problem Statement 1: AEC's 99.9% mobility rate requires campus systems to accommodate continuous enrollment, intervention, progress monitoring, and transition throughout the school year. Root Cause: AEC operates differently from a traditional campus because students may enter or exit at any point during the instructional cycle. Campus structures must therefore be designed specifically for rapid on boarding, individualized planning, progress monitoring, and re-entry. Problem Statement 2: The campus serves Kindergarten through Grade 12, in addition to supporting educational services for students at the Ector County Youth Center, creating a broad range of instructional, behavioral, operational, and developmental needs. Root Cause: A single administrative and instructional structure must coordinate elementary, middle school, high school, special programs, DAEP requirements, and Youth Center services, requiring clearly defined systems, responsibilities, and communication protocols.
Technology
Problem Statement 1: AEC students require consistent access to technology and district-approved digital instructional programs to maintain continuity of instruction during temporary DAEP placements. Root Cause: Students transition between home campuses, AEC, and in some cases the Youth Center, requiring technology systems and instructional platforms that allow academic work and progress to continue across settings. Problem Statement 2: Technology must support individualized instruction, intervention, credit recovery, assessment, and progress monitoring across a K-12 population with varying academic needs. Root Cause: The wide range of grade levels, courses, credit needs, and student entry points requires teachers to effectively integrate district technology resources into daily instruction rather than relying on technology primarily for independent student work.

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, AEC will increase its teacher retention from the 2025-26 baseline of to .

Evaluation Data Sources: HR retention data, Panorama, mentoring documentation, staff feedback, exit/transfer data.

Strategy 1 Details	Reviews			
Strategy 1: New Teacher Mentoring and On boarding: AEC will provide structured on boarding, mentoring, classroom-management support, and ongoing check-ins for beginning and newly assigned teachers, with additional support addressing the specialized instructional and behavioral needs of the DAEP setting. Strategy's Expected Result/Impact: Beginning and newly assigned teachers will receive consistent mentoring, on boarding, and classroom support, resulting in increased teacher confidence, effectiveness, job satisfaction, and retention. Staff Responsible for Monitoring: Principal, Assistant Principals, New Teacher Mentors Problem Statements: Staff Quality, Recruitment, and Retention 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Staff Support and Professional Growth: Campus leadership will provide regular feedback, recognition, professional growth opportunities, and opportunities for staff voice to strengthen teacher efficacy, well-being, and retention. Strategy's Expected Result/Impact: Regular feedback, recognition, professional growth opportunities, and staff voice will strengthen staff well-being, efficacy, engagement, and commitment to AEC. Staff Responsible for Monitoring: Principal, Assistant Principals Problem Statements: Staff Quality, Recruitment, and Retention 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. Root Cause: AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Staff Quality, Recruitment, and Retention

Problem Statement 2: AEC teachers average 9.7 years of teaching experience but only 4.9 years within ECISD, indicating a need to strengthen familiarity and consistency with district instructional systems and expectations. **Root Cause:** Staff turnover and the addition of teachers who are new to the district require continuous on boarding and professional development aligned with district curriculum, instructional expectations, and campus systems.

Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. **Root Cause:** PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, at least 80% of observed classrooms will demonstrate consistent implementation of identified Get Better Faster instructional practices, as measured through campus walkthrough and coaching data.

Evaluation Data Sources: Walkthrough data, TTESS observations, coaching documentation, student work, lesson plans and quarterly instructional trend reviews.

Strategy 1 Details	Reviews			
Strategy 1: Focused Walkthroughs and Feedback: Campus administrators will conduct a minimum of 10 focused walkthroughs per week and provide timely feedback aligned with GBF, TEKS-aligned rigor, checks for understanding, student engagement, and identified campus instructional priorities. Strategy's Expected Result/Impact: Consistent walkthroughs and timely, actionable feedback will increase implementation of high-leverage GBF instructional practices, TEKS-aligned rigor, student engagement, and effective checks for understanding. Staff Responsible for Monitoring: Principal, Assistant Principals Problem Statements: Staff Quality, Recruitment, and Retention 1, 3	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Job-Embedded Coaching: Teachers will participate in differentiated coaching cycles based on walkthrough, observation, student achievement, and individual teacher-development data, with additional support provided to beginning teachers. Strategy's Expected Result/Impact: Differentiated coaching based on teacher and student data will strengthen instructional practices, increase teacher capacity, and improve the consistency and quality of Tier I instruction. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Support Staff Problem Statements: Staff Quality, Recruitment, and Retention 1, 3	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 teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. Root Cause: AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills.

Staff Quality, Recruitment, and Retention
Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. Root Cause: PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, 100% of core-content teachers will participate in regularly scheduled PLCs that demonstrate documented use of assessment data, student work, TEKS analysis, instructional planning, and progress monitoring to improve instruction.

Evaluation Data Sources: PLC agendas/minutes, data-analysis documentation, curriculum meeting information, student work, common assessments and walkthrough data.

Strategy 1 Details	Reviews			
Strategy 1: Data-Driven PLC Cycle: PLCs will analyze district assessments, i-Ready, STAAR/EOC, common formative assessments and student work to identify priority TEKS, determine instructional responses and monitor student progress. Strategy's Expected Result/Impact: Consistent analysis of assessment data, student work, and priority TEKS will allow teachers to identify learning gaps, adjust instruction, provide targeted interventions, and improve student academic growth and mastery. Staff Responsible for Monitoring: Principal, Assistant Principals, PLC Leads Problem Statements: Curriculum, Instruction, and Assessment 1, 3	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Curriculum Alignment and Teacher Capacity: AEC's elementary and secondary curriculum representatives will participate in district curriculum meetings and communicate curriculum updates, assessment expectations, resources, and best practices through campus PLCs. Strategy's Expected Result/Impact: Participation in district curriculum meetings and consistent communication through PLCs will strengthen alignment to ECISD curriculum, TEKS, assessments, instructional expectations, and evidence-based practices across AEC classrooms. Staff Responsible for Monitoring: Principal, Assistant Principals, Elementary & Secondary Curriculum Representatives/PLC Leads Problem Statements: Curriculum, Instruction, and Assessment 1, 3	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. **Root Cause:** Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year.

Problem Statement 3: 22.4% of AEC students are Emergent Bilingual, while only 4.9% of teachers are assigned to Bilingual/ESL programs. **Root Cause:** Teachers need additional training, resources, and embedded instructional strategies to consistently incorporate language supports and ELPS into content-area instruction.

Board Goal 4: Classroom Excellence

Performance Objective 4: By May 2027, AEC instructional staff favorable responses in Panorama Professional Learning will increase from 56% to 65%.

Evaluation Data Sources: Panorama Professional Learning, PD participation, walkthroughs, coaching records, PLC documentation and teacher feedback.

Strategy 1 Details	Reviews			
Strategy 1: Targeted Professional Learning: AEC staff will participate in differentiated professional learning based on campus and individual staff needs, including Region 18 Restorative Practices, Get Better Faster, de-escalation, Emergent Tree implementation, curriculum/TEKS alignment, and instructional practices appropriate for the alternative education setting. Strategy's Expected Result/Impact: Staff will increase their capacity to implement restorative, relationship-centered, and instructional practices that strengthen classroom management, student engagement, belonging, and academic learning while reducing instructional disruptions. Staff Responsible for Monitoring: Principal and Assistant Principals Problem Statements: Demographics 1 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Implementation and Coaching: Campus leadership will support implementation of professional learning through modeling, PLCs, coaching, walkthrough feedback, and ongoing opportunities for staff to practice and reflect on restorative and instructional strategies. Strategy's Expected Result/Impact: Follow-up through PLCs, coaching, modeling, walkthrough feedback, and opportunities for practice will increase implementation of professional learning in daily classroom practices and improve staff perceptions of the relevance and effectiveness of professional development. Staff Responsible for Monitoring: Principal, Assistant Principals, PLC Leads Problem Statements: Staff Quality, Recruitment, and Retention 1, 3 - Curriculum, Instruction, and Assessment 1	Formative			Summative ⁵²⁰
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Demographics	
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. Root Cause: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.	
School Culture and Climate	
Problem Statement 2: AEC's attendance rate was 78.6% compared with 92.1% district wide, and 50.1% of students were chronically absent. Root Cause: Students enter AEC with varying patterns of attendance and engagement, while transportation, family, behavioral, and social-emotional factors can further affect consistent attendance. Stronger attendance monitoring, early intervention, family communication, and student incentives are needed.	
Staff Quality, Recruitment, and Retention	
Problem Statement 1: Beginning teachers represent 23.5% of AEC's teaching staff compared with 7.3% statewide. Root Cause: AEC requires teachers to simultaneously provide rigorous academic instruction, differentiation, behavior management, and support for students with diverse needs. Beginning teachers require intentional on boarding, mentoring, modeling, coaching, and ongoing professional learning to develop these specialized skills. Problem Statement 3: Instructional staff rated Professional Learning at 56% favorable and Feedback and Coaching at 58% favorable. Root Cause: PLC and instructional coaching structures were implemented more consistently during the first semester than throughout the entire school year, reducing opportunities for sustained job-embedded professional learning and follow-up.	
Curriculum, Instruction, and Assessment	
Problem Statement 1: Student achievement data indicates a continued need to move students from Approaches Grade Level to Meets Grade Level, particularly in mathematics and reading. Root Cause: Campus implementation of PLCs, instructional coaching, progress monitoring, and the Get Better Faster instructional framework was not sustained consistently throughout the entire school year.	

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, AEC Student Sense of Belonging, as measured by Panorama, will increase from 29% to 40%.

Evaluation Data Sources: Panorama Belonging and Connectedness, student surveys, student advisory feedback, counseling/CIS participation and student goal-setting documentation.

Strategy 1 Details	Reviews			
Strategy 1: Restorative Practices and Relationship Building: AEC will implement restorative practices learned through Region 18 professional development to strengthen student-adult relationships, build community, increase student voice and belonging, repair harm, and restore relationships following conflict. Strategy's Expected Result/Impact: Students will develop stronger relationships with adults and peers, have increased opportunities for voice and goal setting, and report an increased sense of belonging and connection to AEC. Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselor, SAS Counselor, CIS Coordinator Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Restorative Culture: AEC staff will implement restorative practices and relationship-building strategies to establish trust, repair relationships, increase student connection, and support successful re-entry to home campuses. Strategy's Expected Result/Impact: Staff implementation of strategies learned through Region 18 Restorative Practices professional development will strengthen student-adult relationships, increase student voice and belonging, and provide restorative responses to conflict that promote accountability and repair relationships. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, and Behavior Interventionist 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: Although Student Connectedness increased from 26% to 42%, student Sense of Belonging remained at 29%, indicating that many students do not yet feel a strong connection to the overall school community. Root Cause: Frequent student entry and exit limits the amount of time available to establish relationships and a sense of belonging. Campus systems must therefore intentionally build connection beginning with the student's first day of placement.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, AEC Student Connectedness, as measured by Panorama, will increase from 42% to 50%.

Evaluation Data Sources: Panorama Data

Strategy 1 Details	Reviews			
Strategy 1: Emergent Tree Framework: AEC will explicitly teach, model, reinforce and recognize the campus expectations of Be Safe, Be Respectful, and Be Responsible across classrooms and common areas to establish consistent expectations and strengthen student connection to the campus community. Strategy's Expected Result/Impact: Consistent implementation of Be Safe, Be Respectful, and Be Responsible expectations will increase consistency, positive behavior, student accountability, and students' connection to the campus community. Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, Teachers Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Counseling, SEL and Student Support: Counselors, CIS, behavior-support staff and teachers will provide targeted social-emotional, behavioral and relationship supports based on student need, with intentional connections beginning at intake and continuing through re-entry. Strategy's Expected Result/Impact: Students will receive timely academic, behavioral, and social-emotional supports that strengthen relationships, engagement, resilience, and connection to school. Staff Responsible for Monitoring: Guidance Counselor, SAS Counselor, CIS Coordinator, Assistant Principals 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: Although Student Connectedness increased from 26% to 42%, student Sense of Belonging remained at 29%, indicating that many students do not yet feel a strong connection to the overall school community. Root Cause: Frequent student entry and exit limits the amount of time available to establish relationships and a sense of belonging. Campus systems must therefore intentionally build connection beginning with the student's first day of placement.

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2027, the percentage of AEC students identified as chronically absent will decrease from 50.1% to 40%.

Evaluation Data Sources: PEIMS attendance, chronic absenteeism reports, attendance intervention documentation, parent contacts and MTSS records.

Strategy 1 Details	Reviews			
Strategy 1: Early Identification and Intervention: AEC will regularly review attendance data to identify students demonstrating patterns of absences, tardies and early checkouts and initiate individualized interventions before patterns become more severe. Strategy's Expected Result/Impact: Regular monitoring and early intervention will identify attendance concerns sooner, increase student daily attendance, and reduce the percentage of students who become chronically absent. Staff Responsible for Monitoring: Principal, Assistant Principals, Attendance Clerk, Guidance Counselor Problem Statements: Demographics 1, 2 - School Culture and Climate 2 - Family and Community Engagement 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Barrier Reduction and Family Partnership: AEC will use family communication, counseling/CIS services, transportation coordination, student goal setting, attendance incentives, Saturday Student Support and individualized MTSS interventions to address barriers affecting regular attendance. Strategy's Expected Result/Impact: Individualized interventions and increased family communication will address barriers contributing to absences and improve consistent student attendance and placement completion. Staff Responsible for Monitoring: Assistant Principals, Attendance Clerk, Counselors, CIS Coordinator Problem Statements: Demographics 1, 2 - Family and Community Engagement 2	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: AEC serves a highly mobile student population, with a 99.9% mobility rate compared to 20.7% district wide. Additionally, 89.4% of students are identified as At-Risk, 90.6% are Economically Disadvantaged, 22.4% are Emergent Bilingual, and 8.2% are identified as homeless. Root Cause: Many students enter AEC with established patterns of chronic absenteeism and face family, behavioral, social-emotional, court-related, and economic barriers that interfere with consistent attendance. The transition into a DAEP placement can create additional logistical challenges for families, requiring strong attendance monitoring, parent communication, and coordinated transportation support.

Demographics
Problem Statement 2: AEC's 99.9% student mobility rate creates limited time to establish consistent academic, behavioral, and social-emotional supports before students transition back to their home campuses. Root Cause: Students frequently enter AEC with significant academic gaps resulting from prior academic failure, chronic absenteeism, disciplinary removals, and interrupted instruction. AEC's 99.9% mobility rate and short-term placement structure limit the amount of time available to identify individual learning gaps, provide targeted intervention, monitor progress, and accelerate students toward grade-level m
School Culture and Climate
Problem Statement 2: AEC's attendance rate was 78.6% compared with 92.1% district wide, and 50.1% of students were chronically absent. Root Cause: Students enter AEC with varying patterns of attendance and engagement, while transportation, family, behavioral, and social-emotional factors can further affect consistent attendance. Stronger attendance monitoring, early intervention, family communication, and student incentives are needed.
Family and Community Engagement
Problem Statement 2: Student attendance of 78.6% and chronic absenteeism of 50.1% indicate a need to strengthen family partnerships around attendance and student engagement. Root Cause: Families need consistent, proactive communication regarding attendance, academic progress, behavior, available supports, and expectations throughout the student's placement rather than only when concerns arise.

Ector County Independent School District

Dowling Elementary

2026-2027 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

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. 10

 Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029. 14

 Board Goal 4: Classroom Excellence 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 2027, the percentage of students performing at the Meets level on 3rd-5th Math STAAR will increase from 26% to 34%. Progress will be reviewed in October, January, March, and May using checkpoints, i-Ready Math, PLC notes, student work, and intervention data to adjust reteach and groups toward the 34% Meets target.

HB3 Board Goal

Evaluation Data Sources: STAAR Math, district checkpoints, i-Ready Math Diagnostic, campus progress monitoring, PLC data.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will analyze district checkpoint and i-Ready Math data during PLCs to identify low-performing TEKS, plan reteach lessons, and monitor student progress. Strategy's Expected Result/Impact: Students will receive more targeted reteach and intervention, resulting in increased Math STAAR Meets performance. Staff Responsible for Monitoring: Principal / Assistant 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 Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Teachers and Title I-funded intervention staff will provide targeted small-group math intervention for students performing below Meets, with emphasis on problem solving, computation, and priority TEKS. Strategy's Expected Result/Impact: Students below Meets will close skill gaps and demonstrate growth on checkpoints, i-Ready, and STAAR. Staff Responsible for Monitoring: Admin/MCL's 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 - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Title I tutor and TRT to provide targeted small-group academic intervention for students performing below grade level. - Title One School- Improvement - \$38,000		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

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Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Dowling Elementary student achievement remains below district and state performance levels across tested content areas. In 2024-2025, Dowling's All Grades All Subjects STAAR Meets rate was 26%, compared to 35% for the district and 50% for the state. Campus Meets performance was 32% in RLA, 27% in Math, and 6% in Science, indicating a continued need for accelerated academic growth, Root Cause: Instructional systems have not yet been implemented with consistent fidelity across all tested grade levels, including Tier 1 lesson internalization, academic vocabulary development, checkpoint analysis, reteach cycles, and targeted small-group intervention.
Curriculum, Instruction, and Assessment
Problem Statement 1: Dowling has established PLCs, intervention blocks, coaching cycles, district curriculum resources, and assessment systems, but instructional alignment and differentiation remain inconsistent across classrooms. Assessment data is not always translated into timely reteach, intervention, and instructional adjustment. Root Cause: PLC and coaching systems have not yet consistently moved from data review to aligned lesson planning, targeted reteach, differentiated small groups, and measurable student progress.

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 2027, the percentage of students performing at the Meets level on 3rd-5th Reading STAAR will increase from 32% to 38%. Progress will be reviewed in October, January, March, and May using checkpoints, i-Ready Reading, student work, written responses, PLC notes, and intervention data to adjust reteach and groups toward the 38% Meets target.

HB3 Board Goal

Evaluation Data Sources: STAAR Reading, district checkpoints, i-Ready Reading Diagnostic, student work samples, PLC data.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will analyze Reading checkpoint data and student work during PLCs to plan reteach lessons focused on comprehension, vocabulary, written response, and high-priority TEKS. Strategy's Expected Result/Impact: Students will improve reading comprehension, vocabulary, and written response, resulting in increased Reading STAAR Meets performance. Staff Responsible for Monitoring: Principal / Assistant 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 - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				531

Strategy 2 Details		Reviews			
Strategy 2: Teachers will provide targeted reading intervention for students performing below Meets, using i-Ready data, checkpoints, and classroom progress monitoring to adjust groups. Strategy's Expected Result/Impact: Students will receive timely intervention based on skill need and show progress on i-Ready, checkpoints, and STAAR. Staff Responsible for Monitoring: Principal / MCL 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 - Additional Targeted Support Strategy - 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

Performance Objective 2 Problem Statements:

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Student Achievement
Problem Statement 1: Dowling Elementary student achievement remains below district and state performance levels across tested content areas. In 2024-2025, Dowling's All Grades All Subjects STAAR Meets rate was 26%, compared to 35% for the district and 50% for the state. Campus Meets performance was 32% in RLA, 27% in Math, and 6% in Science, indicating a continued need for accelerated academic growth. Root Cause: Instructional systems have not yet been implemented with consistent fidelity across all tested grade levels, including Tier 1 lesson internalization, academic vocabulary development, checkpoint analysis, reteach cycles, and targeted small-group intervention.
Curriculum, Instruction, and Assessment
Problem Statement 1: Dowling has established PLCs, intervention blocks, coaching cycles, district curriculum resources, and assessment systems, but instructional alignment and differentiation remain inconsistent across classrooms. Assessment data is not always translated into timely reteach, intervention, and instructional adjustment. Root Cause: PLC and coaching systems have not yet consistently moved from data review to aligned lesson planning, targeted reteach, differentiated small groups, and measurable student progress.

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 2027, the percentage of 5th grade students performing at the Meets level on Science STAAR will increase from 6% to 15%. Progress will be reviewed in October, January, March, and May using science checkpoints, unit assessments, vocabulary evidence, student work, and PLC notes to adjust reteach and support toward the 15% Meets target.

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

Evaluation Data Sources: STAAR Science, district science checkpoints, unit assessments, student work, walkthrough data.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide protected science instruction using district-approved resources, academic vocabulary routines, hands-on learning, and spiral review of priority science TEKS. Strategy's Expected Result/Impact: Students will build science background knowledge, vocabulary, and conceptual understanding, resulting in improved Science STAAR performance. Staff Responsible for Monitoring: Principal / Assistant Principal/5th Grade MCL's 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 - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
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				533

Strategy 2 Details		Reviews			
Strategy 2: Teachers will analyze science checkpoint and unit assessment data during PLCs to identify low-performing TEKS, plan reteach lessons, and provide targeted small-group support. Strategy's Expected Result/Impact: Students will receive targeted reteach and intervention in priority science standards, increasing the percentage of students reaching Meets. Staff Responsible for Monitoring: Principal / Science Lead Teacher 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 - Targeted Support Strategy - Additional Targeted Support Strategy - 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

Performance Objective 3 Problem Statements:

534

Student Achievement
Problem Statement 1: Dowling Elementary student achievement remains below district and state performance levels across tested content areas. In 2024-2025, Dowling's All Grades All Subjects STAAR Meets rate was 26%, compared to 35% for the district and 50% for the state. Campus Meets performance was 32% in RLA, 27% in Math, and 6% in Science, indicating a continued need for accelerated academic growth. Root Cause: Instructional systems have not yet been implemented with consistent fidelity across all tested grade levels, including Tier 1 lesson internalization, academic vocabulary development, checkpoint analysis, reteach cycles, and targeted small-group intervention.
Curriculum, Instruction, and Assessment
Problem Statement 1: Dowling has established PLCs, intervention blocks, coaching cycles, district curriculum resources, and assessment systems, but instructional alignment and differentiation remain inconsistent across classrooms. Assessment data is not always translated into timely reteach, intervention, and instructional adjustment. Root Cause: PLC and coaching systems have not yet consistently moved from data review to aligned lesson planning, targeted reteach, differentiated small groups, and measurable student progress.

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 of 2027, the percentage of 3rd grade students performing at the Meets level on their Reading STAAR assessment will increase from 30% to 36%. Progress will be reviewed in October, January, March, and May using 3rd grade reading checkpoints, i-Ready, written responses, student work, and intervention data to adjust support toward the 36% Meets target.

HB3 Board Goal

Evaluation Data Sources: 3rd Grade Reading STAAR, district checkpoints, i-Ready Reading Diagnostic, student work samples, written response data, PLC data.

Strategy 1 Details	Reviews			
Strategy 1: 3rd grade teachers will analyze i-Ready Reading, district checkpoint, and student work data during PLCs to plan targeted reteach for comprehension, vocabulary, and written response. Strategy's Expected Result/Impact: Students will receive reteach instruction based on identified reading gaps, resulting in improved comprehension, vocabulary, written response, and increased 3rd grade Reading STAAR Meets performance. Staff Responsible for Monitoring: Principal / Assistant Principal / MCLs 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 - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				535

Strategy 2 Details		Reviews			
Strategy 2: 3rd grade teachers will provide targeted small-group reading intervention for students performing below Meets, using i-Ready, checkpoint, and classroom progress data to adjust instruction. Strategy's Expected Result/Impact: Students performing below Meets will receive targeted intervention matched to their reading needs, resulting in increased growth toward grade-level expectations and improved STAAR performance. Staff Responsible for Monitoring: Principal / Assistant Principal / MCLs 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 - 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 1 Problem Statements:

536

Student Achievement
Problem Statement 1: Dowling Elementary student achievement remains below district and state performance levels across tested content areas. In 2024-2025, Dowling's All Grades All Subjects STAAR Meets rate was 26%, compared to 35% for the district and 50% for the state. Campus Meets performance was 32% in RLA, 27% in Math, and 6% in Science, indicating a continued need for accelerated academic growth. Root Cause: Instructional systems have not yet been implemented with consistent fidelity across all tested grade levels, including Tier 1 lesson internalization, academic vocabulary development, checkpoint analysis, reteach cycles, and targeted small-group intervention.
Curriculum, Instruction, and Assessment
Problem Statement 1: Dowling has established PLCs, intervention blocks, coaching cycles, district curriculum resources, and assessment systems, but instructional alignment and differentiation remain inconsistent across classrooms. Assessment data is not always translated into timely reteach, intervention, and instructional adjustment. Root Cause: PLC and coaching systems have not yet consistently moved from data review to aligned lesson planning, targeted reteach, differentiated small groups, and measurable student progress.

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 2027, the percentage of students in K-3 achieving or exceeding their i-Ready Reading goal will increase from 46% to 60%. Progress will be reviewed in October, January, March, and May using i-Ready diagnostics, growth reports, phonics progress monitoring, classroom data, and PLC notes to adjust support toward the 60% goal target.

HB3 Board Goal

Evaluation Data Sources: i-Ready Reading Diagnostic, i-Ready growth reports, classroom progress monitoring, phonics progress monitoring, PLC data.

Strategy 1 Details	Reviews			
Strategy 1: K-3 teachers will use i-Ready Reading Diagnostic data and classroom progress monitoring to identify student reading needs and provide targeted foundational reading instruction. Strategy's Expected Result/Impact: Students will receive reading instruction matched to their identified skill needs, resulting in increased progress toward i-Ready Reading growth goals and stronger foundational literacy skills. Staff Responsible for Monitoring: Principal / Assistant Principal / MCLs 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Technology 1	Formative			Summative
	Oct	Jan	Mar	May
				537

Strategy 2 Details		Reviews			
Strategy 2: K-3 teachers will implement district-approved phonics and reading routines with fidelity to strengthen early literacy skills. Strategy's Expected Result/Impact: Students will receive consistent phonics, fluency, vocabulary, and comprehension instruction, resulting in improved reading growth and stronger readiness for 3rd grade Reading STAAR. Staff Responsible for Monitoring: Principal / Assistant Principal / MCLs 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 - 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:

538

Student Achievement
Problem Statement 1: Dowling Elementary student achievement remains below district and state performance levels across tested content areas. In 2024-2025, Dowling's All Grades All Subjects STAAR Meets rate was 26%, compared to 35% for the district and 50% for the state. Campus Meets performance was 32% in RLA, 27% in Math, and 6% in Science, indicating a continued need for accelerated academic growth. Root Cause: Instructional systems have not yet been implemented with consistent fidelity across all tested grade levels, including Tier 1 lesson internalization, academic vocabulary development, checkpoint analysis, reteach cycles, and targeted small-group intervention.
Curriculum, Instruction, and Assessment
Problem Statement 1: Dowling has established PLCs, intervention blocks, coaching cycles, district curriculum resources, and assessment systems, but instructional alignment and differentiation remain inconsistent across classrooms. Assessment data is not always translated into timely reteach, intervention, and instructional adjustment. Root Cause: PLC and coaching systems have not yet consistently moved from data review to aligned lesson planning, targeted reteach, differentiated small groups, and measurable student progress.
Technology
Problem Statement 1: Dowling has access to student devices, digital platforms, and instructional technology, but technology use is not yet consistently connected to priority academic needs, progress monitoring, intervention, and differentiated instruction. Root Cause: Technology systems and digital tools need clearer expectations, monitoring, and alignment to campus instructional goals so they support learning outcomes rather than operate as separate resources.

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 May of 2027, School Connectedness Panorama favorable responses will increase from 61% to 66%.

Evaluation Data Sources: Panorama

Strategy 1 Details	Reviews			
Strategy 1: Teachers and staff will implement Emergent Tree Tier 1 culture and behavior practices to strengthen classroom community, student belonging, and consistent adult responses. Strategy's Expected Result/Impact: Students will experience more consistent expectations, stronger classroom relationships, and increased school connectedness. Staff Responsible for Monitoring: Principal / Assistant Principal Title I: 2.53 - TEA Priorities: Improve low-performing schools - 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
				539
Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide student voice, classroom roles, and recognition opportunities to increase student ownership and connection to school. Strategy's Expected Result/Impact: Students will have more opportunities to feel seen, heard, and valued, increasing favorable School Connectedness responses. Staff Responsible for Monitoring: Principal / Counselor Title I: 2.53 - TEA Priorities: Improve low-performing schools - 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				

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Dowling Elementary improved attendance to 94.3% in 2025-2026 and reduced discipline referrals by 33% from the previous year. However, continued attention to connectedness, attendance, and behavior remains necessary to sustain these gains and meet district expectations for school climate, discipline prevention, and student engagement. Root Cause: Campus behavior, attendance, and connectedness systems are improving but must be sustained through consistent Tier 1 routines, early identification of students needing support, family communication, and MTSS follow-up rather than stand-alone activities.

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 May of 2027, School Connectedness Panorama not favorable responses will decrease from 15% to 10%.

Evaluation Data Sources: Panorama

Strategy 1 Details	Reviews			
Strategy 1: Campus staff will use Emergent Tree student support practices, Panorama data, attendance concerns, discipline data, and teacher input to identify students needing additional connection or support. Strategy's Expected Result/Impact: Students with low connectedness will be identified earlier and connected to support, reducing not favorable Panorama responses. Staff Responsible for Monitoring: Counselor / Assistant Principal Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
				541
Strategy 2 Details	Reviews			
Strategy 2: Campus staff will increase adult-student connection through intentional check-ins, counseling support, and family communication for students identified as disconnected or at risk. Strategy's Expected Result/Impact: Students who report low connectedness or demonstrate attendance, behavior, or academic concerns will receive consistent adult support, reducing not favorable responses. Staff Responsible for Monitoring: Counselor / Teachers Title I: 2.53 - TEA Priorities: Improve low-performing schools - 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
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Dowling Elementary improved attendance to 94.3% in 2025-2026 and reduced discipline referrals by 33% from the previous year. However, continued attention to connectedness, attendance, and behavior remains necessary to sustain these gains and meet district expectations for school climate, discipline prevention, and student engagement. Root Cause: Campus behavior, attendance, and connectedness systems are improving but must be sustained through consistent Tier 1 routines, early identification of students needing support, family communication, and MTSS follow-up rather than stand-alone activities.
Family and Community Engagement
Problem Statement 1: Dowling serves many economically disadvantaged, Emergent Bilingual, homeless, immigrant, and mobile students. These factors require consistent bilingual family communication connected to attendance, academic progress, intervention needs, and school engagement. Root Cause: Family engagement systems need to be more intentionally connected to student achievement, attendance, language development, and intervention progress so families receive timely and actionable information.
School Organization
Problem Statement 1: Dowling has established PLCs, intervention blocks, duty schedules, MTSS processes, attendance monitoring, and support services; however, these systems are not yet consistently aligned across grade levels to protect instructional time and ensure students receive timely academic and behavioral support. Root Cause: Campus schedules, intervention systems, PLC expectations, and monitoring routines need tighter alignment so staff can implement supports consistently and adjust quickly when student needs change.

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 of 2027, student daily attendance will increase from 94.3% to 95%.

Evaluation Data Sources: Daily attendance reports, chronic absenteeism data, parent contact logs, attendance team documentation.

Strategy 1 Details	Reviews			
Strategy 1: Campus leadership will monitor attendance weekly and provide early intervention for students with attendance concerns. Strategy's Expected Result/Impact: Students with attendance concerns will be identified earlier, reducing chronic absenteeism and increasing overall daily attendance. Staff Responsible for Monitoring: Assistant Principal / Attendance Clerk Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
				543
Strategy 2 Details	Reviews			
Strategy 2: Campus leadership will implement attendance contracts for students with chronic or repeated attendance concerns to increase family accountability, identify barriers, and improve daily attendance. Strategy's Expected Result/Impact: Students with repeated attendance concerns will receive documented intervention and family support, resulting in improved attendance and progress toward the 95% campus attendance goal. Staff Responsible for Monitoring: Attendance clerk/AP/Principal Title I: 2.53 - TEA Priorities: Improve low-performing schools - 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



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:**School Culture and Climate**

Problem Statement 1: Dowling Elementary improved attendance to 94.3% in 2025-2026 and reduced discipline referrals by 33% from the previous year. However, continued attention to connectedness, attendance, and behavior remains necessary to sustain these gains and meet district expectations for school climate, discipline prevention, and student engagement. **Root Cause:** Campus behavior, attendance, and connectedness systems are improving but must be sustained through consistent Tier 1 routines, early identification of students needing support, family communication, and MTSS follow-up rather than stand-alone activities.

Family and Community Engagement

Problem Statement 1: Dowling serves many economically disadvantaged, Emergent Bilingual, homeless, immigrant, and mobile students. These factors require consistent bilingual family communication connected to attendance, academic progress, intervention needs, and school engagement. **Root Cause:** Family engagement systems need to be more intentionally connected to student achievement, attendance, language development, and intervention progress so families receive timely and actionable information.

School Organization

Problem Statement 1: Dowling has established PLCs, intervention blocks, duty schedules, MTSS processes, attendance monitoring, and support services; however, these systems are not yet consistently aligned across grade levels to protect instructional time and ensure students receive timely academic and behavioral support. **Root Cause:** Campus schedules, intervention systems, PLC expectations, and monitoring routines need tighter alignment so staff can implement supports consistently and adjust quickly when student needs change.

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 of 2027, exclusionary disciplinary infractions will decrease from 56 incidents to 48 incidents or fewer.

Evaluation Data Sources: PEIMS Reporting

Strategy 1 Details	Reviews			
Strategy 1: Campus staff will implement the Emergent Tree Tier 1 behavior framework with consistent expectations, routines, common language, and adult responses across classrooms and common areas. Strategy's Expected Result/Impact: Students will experience consistent behavior expectations and proactive support, reducing discipline referrals and exclusionary discipline. Staff Responsible for Monitoring: Data clerk/AP Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
				545
Strategy 2 Details	Reviews			
Strategy 2: Campus leadership will use discipline data and Emergent Tree support structures to identify repeat behaviors, locations, times, and students needing targeted intervention. Strategy's Expected Result/Impact: Behavior concerns will be addressed earlier through consistent support, reducing repeat referrals and improving campus climate. Staff Responsible for Monitoring: AP/Principal/Counselor Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

School Culture and Climate
Problem Statement 1: Dowling Elementary improved attendance to 94.3% in 2025-2026 and reduced discipline referrals by 33% from the previous year. However, continued attention to connectedness, attendance, and behavior remains necessary to sustain these gains and meet district expectations for school climate, discipline prevention, and student engagement. Root Cause: Campus behavior, attendance, and connectedness systems are improving but must be sustained through consistent Tier 1 routines, early identification of students needing support, family communication, and MTSS follow-up rather than stand-alone activities.
School Organization
Problem Statement 1: Dowling has established PLCs, intervention blocks, duty schedules, MTSS processes, attendance monitoring, and support services; however, these systems are not yet consistently aligned across grade levels to protect instructional time and ensure students receive timely academic and behavioral support. Root Cause: Campus schedules, intervention systems, PLC expectations, and monitoring routines need tighter alignment so staff can implement supports consistently and adjust quickly when student needs change.

Board Goal 4: Classroom Excellence

Performance Objective 1: By May of 2027, 100% of classrooms will implement high-yield instructional strategies, including AVID WICOR-aligned practices, across core content areas.

Evaluation Data Sources: Walkthrough data, lesson plans, student work samples, PLC documentation, classroom artifacts.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will implement campus-identified high-yield instructional strategies, including AVID WICOR-aligned practices, to increase student engagement, writing, collaboration, organization, and academic discourse. Strategy's Expected Result/Impact: Students will experience more consistent instructional routines across classrooms, increasing engagement and improving access to rigorous content. Staff Responsible for Monitoring: Principal / Assistant Principal / 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 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
					547
Strategy 2 Details		Reviews			
Strategy 2: PLCs will intentionally plan for student writing, academic vocabulary, collaboration, and student discourse within core content lessons. Strategy's Expected Result/Impact: Students will have more frequent opportunities to explain thinking, use academic language, and produce evidence of learning. Staff Responsible for Monitoring: MCLs / Grade-Level Teachers 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 Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Dowling Elementary student achievement remains below district and state performance levels across tested content areas. In 2024-2025, Dowling's All Grades All Subjects STAAR Meets rate was 26%, compared to 35% for the district and 50% for the state. Campus Meets performance was 32% in RLA, 27% in Math, and 6% in Science, indicating a continued need for accelerated academic growth. **Root Cause:** Instructional systems have not yet been implemented with consistent fidelity across all tested grade levels, including Tier 1 lesson internalization, academic vocabulary development, checkpoint analysis, reteach cycles, and targeted small-group intervention.

Curriculum, Instruction, and Assessment

Problem Statement 1: Dowling has established PLCs, intervention blocks, coaching cycles, district curriculum resources, and assessment systems, but instructional alignment and differentiation remain inconsistent across classrooms. Assessment data is not always translated into timely reteach, intervention, and instructional adjustment. **Root Cause:** PLC and coaching systems have not yet consistently moved from data review to aligned lesson planning, targeted reteach, differentiated small groups, and measurable student progress.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May of 2027, Dowling will maintain teacher retention at 90% or higher.

Evaluation Data Sources: Teacher retention data, staffing reports, exit data, staff feedback, campus climate data.

Strategy 1 Details	Reviews			
Strategy 1: Campus leadership will provide structured support for new and returning teachers through onboarding, coaching, feedback, and regular check-ins. Strategy's Expected Result/Impact: Teachers will receive clearer expectations and stronger support, increasing retention and improving classroom consistency. Staff Responsible for Monitoring: Principal / Assistant Principal Title I: 2.52 - 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 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May
				549
Strategy 2 Details	Reviews			
Strategy 2: Campus leadership will strengthen staff culture through clear communication, recognition, shared leadership opportunities, and timely response to staff concerns. Strategy's Expected Result/Impact: Teachers will experience stronger campus support and clearer communication, increasing staff morale and retention. Staff Responsible for Monitoring: Principal / Assistant Principal Title I: 2.51, 2.52 - 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 Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 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: Dowling Elementary improved attendance to 94.3% in 2025-2026 and reduced discipline referrals by 33% from the previous year. However, continued attention to connectedness, attendance, and behavior remains necessary to sustain these gains and meet district expectations for school climate, discipline prevention, and student engagement. Root Cause: Campus behavior, attendance, and connectedness systems are improving but must be sustained through consistent Tier 1 routines, early identification of students needing support, family communication, and MTSS follow-up rather than stand-alone activities.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Dowling serves a high-needs student population that requires consistent support from trained, effective staff. The campus has significant instructional demands in bilingual/ESL, Special Education, intervention, and core content areas, making staff retention, coaching, and instructional alignment critical. Root Cause: Staff support systems must continue to strengthen onboarding, coaching cycles, PLC leadership, instructional feedback, and retention practices so teachers and support staff can consistently meet student needs.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May of 2027, at least 90% of teachers will earn Proficient or above on T-TESS Domains 2.1 Achieving Expectations and 2.2 Content Knowledge and Expertise.

Evaluation Data Sources: T-TESS walkthroughs, formal observations, coaching notes, PLC documentation, lesson plans, student work samples.

Strategy 1 Details	Reviews			
Strategy 1: Campus leadership and MCLs will provide coaching cycles focused on lesson alignment, rigor, questioning, student engagement, and evidence of learning. Strategy's Expected Result/Impact: Teachers will improve lesson design and instructional delivery, increasing the percentage of teachers rated Proficient or above in T-TESS Domains 2.1 and 2.2. Staff Responsible for Monitoring: Principal / Assistant Principal / MCLs Title I: 2.51, 2.52 - 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 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Title I School Improvement funding for instructional leadership, MCL coaching support, PLC implementation, intervention planning, and teacher support systems. - Title One School- Improvement - \$182,000	Formative			Summative
	Oct	Jan	Mar	May
				551
Strategy 2 Details	Reviews			
Strategy 2: Campus leadership will conduct structured learning walks and walkthroughs aligned to T-TESS Domains 2.1 and 2.2. Strategy's Expected Result/Impact: Teachers will receive consistent feedback aligned to instructional expectations, resulting in improved classroom practice and stronger T-TESS performance. Staff Responsible for Monitoring: Principal / Assistant Principal Title I: 2.51, 2.52 - 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 5: Effective Instruction Problem Statements: 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 3 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: Dowling serves a high-needs student population that requires consistent support from trained, effective staff. The campus has significant instructional demands in bilingual/ESL, Special Education, intervention, and core content areas, making staff retention, coaching, and instructional alignment critical. **Root Cause:** Staff support systems must continue to strengthen onboarding, coaching cycles, PLC leadership, instructional feedback, and retention practices so teachers and support staff can consistently meet student needs.

Curriculum, Instruction, and Assessment

Problem Statement 1: Dowling has established PLCs, intervention blocks, coaching cycles, district curriculum resources, and assessment systems, but instructional alignment and differentiation remain inconsistent across classrooms. Assessment data is not always translated into timely reteach, intervention, and instructional adjustment. **Root Cause:** PLC and coaching systems have not yet consistently moved from data review to aligned lesson planning, targeted reteach, differentiated small groups, and measurable student progress.

Board Goal 5: Culture of Excellence

Performance Objective 1: By May of 2027, Panorama Sense of Belonging favorable responses will increase from 57% to 62%.

Evaluation Data Sources: Panorama student survey data, classroom culture walkthroughs, Emergent Tree documentation, student feedback, campus culture documentation.

Strategy 1 Details	Reviews			
Strategy 1: Teachers and staff will implement Emergent Tree culture practices to strengthen student belonging, classroom community, and consistent adult-student relationships. Strategy's Expected Result/Impact: Students will experience stronger classroom connection and belonging, increasing favorable Sense of Belonging responses. Staff Responsible for Monitoring: Principal / Assistant Principal Title I: 2.53 - TEA Priorities: Improve low-performing schools - 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
				553
Strategy 2 Details	Reviews			
Strategy 2: Campus staff will increase student recognition and leadership opportunities to help students feel seen, valued, and connected to the campus. Strategy's Expected Result/Impact: Students will have increased opportunities to participate, lead, and be recognized, improving Sense of Belonging results. Staff Responsible for Monitoring: CIT Title I: 2.53 - TEA Priorities: Improve low-performing schools - 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				

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Dowling Elementary improved attendance to 94.3% in 2025-2026 and reduced discipline referrals by 33% from the previous year. However, continued attention to connectedness, attendance, and behavior remains necessary to sustain these gains and meet district expectations for school climate, discipline prevention, and student engagement. Root Cause: Campus behavior, attendance, and connectedness systems are improving but must be sustained through consistent Tier 1 routines, early identification of students needing support, family communication, and MTSS follow-up rather than stand-alone activities.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May of 2027, Panorama Sense of Belonging not favorable responses will decrease from 19% to 14%.

Evaluation Data Sources: Panorama student survey data, counseling/support documentation, MTSS documentation, discipline data, attendance data.

Strategy 1 Details	Reviews			
Strategy 1: Campus staff will use Panorama, attendance, discipline, academic, and teacher input data to identify students reporting low belonging or showing signs of disconnection. Strategy's Expected Result/Impact: Students with low belonging or signs of disconnection will be identified earlier and connected to appropriate campus supports, resulting in fewer students reporting not favorable responses on the Panorama Sense of Belonging survey. Staff Responsible for Monitoring: Counselor / Assistant Principal Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
				555
Strategy 2 Details	Reviews			
Strategy 2: Campus staff will provide targeted adult check-ins and family communication for students identified as disconnected or at risk. Strategy's Expected Result/Impact: Students with low belonging will receive consistent adult support, reducing not favorable Sense of Belonging responses. Staff Responsible for Monitoring: Counselor / Assistant Principal Title I: 2.53 - TEA Priorities: Improve low-performing schools - 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



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:**School Culture and Climate**

Problem Statement 1: Dowling Elementary improved attendance to 94.3% in 2025-2026 and reduced discipline referrals by 33% from the previous year. However, continued attention to connectedness, attendance, and behavior remains necessary to sustain these gains and meet district expectations for school climate, discipline prevention, and student engagement. **Root Cause:** Campus behavior, attendance, and connectedness systems are improving but must be sustained through consistent Tier 1 routines, early identification of students needing support, family communication, and MTSS follow-up rather than stand-alone activities.

Family and Community Engagement

Problem Statement 1: Dowling serves many economically disadvantaged, Emergent Bilingual, homeless, immigrant, and mobile students. These factors require consistent bilingual family communication connected to attendance, academic progress, intervention needs, and school engagement. **Root Cause:** Family engagement systems need to be more intentionally connected to student achievement, attendance, language development, and intervention progress so families receive timely and actionable information.

School Organization

Problem Statement 1: Dowling has established PLCs, intervention blocks, duty schedules, MTSS processes, attendance monitoring, and support services; however, these systems are not yet consistently aligned across grade levels to protect instructional time and ensure students receive timely academic and behavioral support. **Root Cause:** Campus schedules, intervention systems, PLC expectations, and monitoring routines need tighter alignment so staff can implement supports consistently and adjust quickly when student needs change.

Board Goal 5: Culture of Excellence

Performance Objective 3: By May of 2027, Dowling will implement at least 4 documented family/campus connection opportunities and maintain monthly family communication to strengthen family and campus connection.

Evaluation Data Sources: Family communication logs, parent participation data, campus event documentation, student recognition documentation, family feedback.

Strategy 1 Details	Reviews			
Strategy 1: Campus leadership and staff will provide consistent family communication connected to student progress, attendance, behavior, and campus priorities. Strategy's Expected Result/Impact: Families will receive timely and actionable communication, strengthening family connection to the campus. Staff Responsible for Monitoring: Principal / Assistant Principal Title I: 2.53 - TEA Priorities: Improve low-performing schools - 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
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Strategy 2 Details	Reviews			
Strategy 2: Dowling will provide family engagement opportunities connected to student learning, campus culture, and student recognition. Strategy's Expected Result/Impact: Families will have increased opportunities to engage with the campus, improving trust, communication, and connection to school. Staff Responsible for Monitoring: Principal / Assistant Principal Title I: 2.53 - TEA Priorities: Improve low-performing schools - 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



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

School Culture and Climate

Problem Statement 1: Dowling Elementary improved attendance to 94.3% in 2025-2026 and reduced discipline referrals by 33% from the previous year. However, continued attention to connectedness, attendance, and behavior remains necessary to sustain these gains and meet district expectations for school climate, discipline prevention, and student engagement. **Root Cause:** Campus behavior, attendance, and connectedness systems are improving but must be sustained through consistent Tier 1 routines, early identification of students needing support, family communication, and MTSS follow-up rather than stand-alone activities.

Family and Community Engagement

Problem Statement 1: Dowling serves many economically disadvantaged, Emergent Bilingual, homeless, immigrant, and mobile students. These factors require consistent bilingual family communication connected to attendance, academic progress, intervention needs, and school engagement. **Root Cause:** Family engagement systems need to be more intentionally connected to student achievement, attendance, language development, and intervention progress so families receive timely and actionable information.

Ector County Independent School District

Ector Middle School

2026-2027 Board Goals/Performance Objectives/Strategies

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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. 31

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029. 32

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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 2027, at least 30% of students in grades 6-8 will meet or exceed their individualized i-Ready Typical Growth target in Reading, as measured from the Beginning-of-Year (BOY) Diagnostic to the End-of-Year (EOY) Diagnostic.

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. 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: I-Ready

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in structured Get Better Faster coaching cycles facilitated by administrators, department heads, Multi-Classroom Leaders (MCLs), and teacher leaders. Coaching cycles will include focused observations, bite-sized action steps, instructional modeling, deliberate practice, and timely feedback to strengthen teacher capacity, enhance content knowledge, and improve the implementation of high-quality Tier I instruction. 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 - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: 3 MCLs (Math, Reading, Science) - Title One School- Improvement - \$45,000, 1 Instructional Coach - Title One School- Improvement - \$75,000	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 walkthroughs and observations. Student participation ratio will be apparent and documented in Eduphoria/Grow. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs Title I: 2.52 - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Teachers will participate in job-embedded coaching, lesson internalization, frequent progress monitoring using I-Ready and checkpoint data, and targeted instructional adjustments to ensure students meet or exceed their annual I-Ready Reading growth goals. 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 - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
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Strategy 4: Ector College Prep has dedicated a daily 27-minute Eagle's Nest intervention period to provide targeted, data-driven interventions based on checkpoint, I-Ready, and STAAR data. Instructional Coaches and Multi-Classroom Leaders (MCLs) will strategically pull students for Tier II and Tier III interventions to address individual learning needs, close achievement gaps, and accelerate academic growth while teachers provide targeted support within the classroom. Strategy's Expected Result/Impact: Students will show growth and track progress throughout the year through their 7th-period class. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs and Teachers 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 Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
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Strategy 5: Teachers will provide targeted Tier II and Tier III interventions through before-school tutoring, after-school tutoring, and Saturday School for students identified through checkpoint, I-Ready, and STAAR data. Instruction will focus on addressing individual learning gaps, reinforcing TEKS-based skills, and accelerating student achievement through small-group, data-driven instruction. Strategy's Expected Result/Impact: Improve overall performance and close educational gaps. Staff Responsible for Monitoring: Teachers/Admin Title I: 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 Funding Sources: Title 1 - Title One School- Improvement - \$90,000	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Although checkpoint performance improved, student achievement remains inconsistent across grade levels and content areas. Continued focus on Tier I instruction and data-driven practices is needed to increase Meets and Masters performance. **Root Cause:** Inconsistent implementation of rigorous Tier I instruction and data-driven instructional practices has resulted in uneven student achievement. Continued coaching, PLC collaboration, and instructional monitoring are needed to improve student outcomes.

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 2027, at least 30% of students in grades 6-8 will meet or exceed their individualized i-Ready Typical Growth target in Math, as measured from the Beginning-of-Year (BOY) Diagnostic to the End-of-Year (EOY) Diagnostic.

Indicators of Success:
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: I-Ready

Strategy 1 Details	Reviews			
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Strategy 1: Teachers will participate in structured Get Better Faster coaching cycles facilitated by administrators, department heads, Multi-Classroom Leaders (MCLs), and teacher leaders. Coaching cycles will include focused observations, bite-sized action steps, instructional modeling, deliberate practice, and timely feedback to strengthen teacher capacity, enhance content knowledge, and improve the implementation of high-quality Tier I instruction. 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 - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: 3 MCLs (Math, Reading, Science) - Title One School- Improvement - \$45,000, 1 Instructional Coach - Title One School- Improvement - \$75,000				565

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 walkthroughs and observations. Student participation ratio will be apparent and documented in Eduphoria/Grow. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs Title I: 2.52 - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Teachers will participate in job-embedded coaching, lesson internalization, frequent progress monitoring using i-Ready Math and checkpoint data, and targeted instructional adjustments to ensure students meet or exceed their annual i-Ready Math growth goals. 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 - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
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Strategy 5 Details	Reviews			
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Although checkpoint performance improved, student achievement remains inconsistent across grade levels and content areas. Continued focus on Tier I instruction and data-driven practices is needed to increase Meets and Masters performance. **Root Cause:** Inconsistent implementation of rigorous Tier I instruction and data-driven instructional practices has resulted in uneven student achievement. Continued coaching, PLC collaboration, and instructional monitoring are needed to improve student outcomes.

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 2027, the % of students performing at the MEETS level on 6th-8th Reading STAAR will increase from 33% 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: 2027 STAAR

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in structured Get Better Faster coaching cycles facilitated by administrators, department heads, Multi-Classroom Leaders (MCLs), and teacher leaders. Coaching cycles will include focused observations, bite-sized action steps, instructional modeling, deliberate practice, and timely feedback to strengthen teacher capacity, enhance content knowledge, and improve the implementation of high-quality Tier I instruction. 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 - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: 3 MCLs (Math, Reading, Science) - Title One School- Improvement - \$45,000, 1 Instructional Coach - Title One School- Improvement - \$75,000	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 walkthroughs and observations. Student participation ratio will be apparent and documented in Eduphoria/Grow. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs Title I: 2.52 - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
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Strategy 3: Teachers will participate in job-embedded coaching, lesson internalization, frequent progress monitoring using I-Ready and checkpoint data, and targeted instructional adjustments to ensure students meet or exceed their annual I-Ready Reading growth goals. 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 - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: Ector College Prep has dedicated a daily 27-minute Eagle's Nest intervention period to provide targeted, data-driven interventions based on checkpoint, I-Ready, and STAAR data. Instructional Coaches and Multi-Classroom Leaders (MCLs) will strategically pull students for Tier II and Tier III interventions to address individual learning needs, close achievement gaps, and accelerate academic growth while teachers provide targeted support within the classroom. Strategy's Expected Result/Impact: Students will show growth and track progress throughout the year through their 7th-period class. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs and Teachers 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 Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
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Strategy 5 Details	Reviews			
Strategy 5: Teachers will provide targeted Tier II and Tier III interventions through before-school tutoring, after-school tutoring, and Saturday School for students identified through checkpoint, I-Ready, and STAAR data. Instruction will focus on addressing individual learning gaps, reinforcing TEKS-based skills, and accelerating student achievement through small-group, data-driven instruction. Strategy's Expected Result/Impact: Improve overall performance and close educational gaps. Staff Responsible for Monitoring: Teachers/Admin Title I: 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 Funding Sources: Title 1 - Title One School- Improvement - \$90,000	Formative			Summative
	Oct	Jan	Mar	May
				571
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Although checkpoint performance improved, student achievement remains inconsistent across grade levels and content areas. Continued focus on Tier I instruction and data-driven practices is needed to increase Meets and Masters performance. **Root Cause:** Inconsistent implementation of rigorous Tier I instruction and data-driven instructional practices has resulted in uneven student achievement. Continued coaching, PLC collaboration, and instructional monitoring are needed to improve student outcomes.

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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 2027, the % of students performing at the MEETS level on 6th-8th Math STAAR will increase from 26% to 36%.

Indicators of Success:

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 2027

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in structured Get Better Faster coaching cycles facilitated by administrators, department heads, Multi-Classroom Leaders (MCLs), and teacher leaders. Coaching cycles will include focused observations, bite-sized action steps, instructional modeling, deliberate practice, and timely feedback to strengthen teacher capacity, enhance content knowledge, and improve the implementation of high-quality Tier I instruction. 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 - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: 3 MCLs (Math, Reading, Science) - Title One School- Improvement - \$45,000, 1 Instructional Coach - Title One School- Improvement - \$75,000	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 walkthroughs and observations. Student participation ratio will be apparent and documented in Eduphoria/Grow. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs Title I: 2.52 - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Teachers will participate in job-embedded coaching, lesson internalization, frequent progress monitoring using i-Ready Math, checkpoint, and STAAR data, and targeted instructional adjustments to ensure students meet or exceed their annual Math growth goals. 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 - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: Ector College Prep has dedicated a daily 27-minute Eagle's Nest intervention period to provide targeted, data-driven interventions based on checkpoint, I-Ready, and STAAR data. Instructional Coaches and Multi-Classroom Leaders (MCLs) will strategically pull students for Tier II and Tier III interventions to address individual learning needs, close achievement gaps, and accelerate academic growth while teachers provide targeted support within the classroom. Strategy's Expected Result/Impact: Students will show growth and track progress throughout the year through their 7th-period class. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs and Teachers 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 Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
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Strategy 5 Details	Reviews			
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	Oct	Jan	Mar	May
				575
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Although checkpoint performance improved, student achievement remains inconsistent across grade levels and content areas. Continued focus on Tier I instruction and data-driven practices is needed to increase Meets and Masters performance. **Root Cause:** Inconsistent implementation of rigorous Tier I instruction and data-driven instructional practices has resulted in uneven student achievement. Continued coaching, PLC collaboration, and instructional monitoring are needed to improve student outcomes.

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 2027, the % of students performing at the MEETS level on Algebra 1 EOC will increase from 96% to 100%.

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 structured Get Better Faster coaching cycles facilitated by administrators, department heads, Multi-Classroom Leaders (MCLs), and teacher leaders. Coaching cycles will include focused observations, bite-sized action steps, instructional modeling, deliberate practice, and timely feedback to strengthen teacher capacity, enhance content knowledge, and improve the implementation of high-quality Tier I instruction. 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 - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: 3 MCLs (Math, Reading, Science) - Title One School- Improvement - \$45,000, 1 Instructional Coach - Title One School- Improvement - \$75,000	Formative			Summative
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				577

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 walkthroughs and observations. Student participation ratio will be apparent and documented in Eduphoria/Grow. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs Title I: 2.52 - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Teachers will participate in job-embedded coaching, lesson internalization, frequent progress monitoring using Algebra I checkpoint and assessment data, and targeted instructional adjustments to ensure students meet or exceed their Algebra I EOC performance goals. 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 - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
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Strategy 4 Details	Reviews			
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	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Teachers will provide targeted Tier II and Tier III interventions through before-school tutoring, after-school tutoring, and Saturday School for students identified through checkpoint, I-Ready, and STAAR data. Instruction will focus on addressing individual learning gaps, reinforcing TEKS-based skills, and accelerating student achievement through small-group, data-driven instruction. Strategy's Expected Result/Impact: Improve overall performance and close educational gaps. Staff Responsible for Monitoring: Teachers/Admin Title I: 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 Funding Sources: Title 1 - Title One School- Improvement - \$90,000	Formative			Summative
	Oct	Jan	Mar	May
				579
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Although checkpoint performance improved, student achievement remains inconsistent across grade levels and content areas. Continued focus on Tier I instruction and data-driven practices is needed to increase Meets and Masters performance. **Root Cause:** Inconsistent implementation of rigorous Tier I instruction and data-driven instructional practices has resulted in uneven student achievement. Continued coaching, PLC collaboration, and instructional monitoring are needed to improve student outcomes.

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 2027, the % of students performing at the MEETS level on 8th Social Studies STAAR will increase from 7% to 14%.

Evaluation Data Sources: STAAR 2027

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in structured Get Better Faster coaching cycles facilitated by administrators, department heads, Multi-Classroom Leaders (MCLs), and teacher leaders. Coaching cycles will include focused observations, bite-sized action steps, instructional modeling, deliberate practice, and timely feedback to strengthen teacher capacity, enhance content knowledge, and improve the implementation of high-quality Tier I instruction. 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 - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: 3 MCLs (Math, Reading, Science) - Title One School- Improvement - \$45,000, 1 Instructional Coach - Title One School- Improvement - \$75,000	Formative			Summative
	Oct	Jan	Mar	May
				581

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 walkthroughs and observations. Student participation ratio will be apparent and documented in Eduphoria/Grow. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs Title I: 2.52 - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: Teachers will participate in job-embedded coaching, lesson internalization, frequent progress monitoring using Social Studies checkpoint and assessment data, and targeted instructional adjustments to ensure students meet or exceed their 8th-grade Social Studies STAAR performance goals. 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 - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Ector College Prep has dedicated a daily 27-minute Eagle's Nest intervention period to provide targeted, data-driven interventions based on checkpoint, I-Ready, and STAAR data. Instructional Coaches and Multi-Classroom Leaders (MCLs) will strategically pull students for Tier II and Tier III interventions to address individual learning needs, close achievement gaps, and accelerate academic growth while teachers provide targeted support within the classroom. Strategy's Expected Result/Impact: Students will show growth and track progress throughout the year through their 7th-period class. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs and Teachers 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 Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Teachers will provide targeted Tier II and Tier III interventions through before-school tutoring, after-school tutoring, and Saturday School for students identified through checkpoint, I-Ready, and STAAR data. Instruction will focus on addressing individual learning gaps, reinforcing TEKS-based skills, and accelerating student achievement through small-group, data-driven instruction. Strategy's Expected Result/Impact: Improve overall performance and close educational gaps. Staff Responsible for Monitoring: Teachers/Admin Title I: 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 Funding Sources: Title 1 - Title One School- Improvement - \$90,000	Formative			Summative
	Oct	Jan	Mar	May
				583
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Although checkpoint performance improved, student achievement remains inconsistent across grade levels and content areas. Continued focus on Tier I instruction and data-driven practices is needed to increase Meets and Masters performance. **Root Cause:** Inconsistent implementation of rigorous Tier I instruction and data-driven instructional practices has resulted in uneven student achievement. Continued coaching, PLC collaboration, and instructional monitoring are needed to improve student outcomes.

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 2027, the % of students performing at the MEETS level on 8th Science STAAR will increase from 42% to 47%.

Evaluation Data Sources: STAAR 2027

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in structured Get Better Faster coaching cycles facilitated by administrators, department heads, Multi-Classroom Leaders (MCLs), and teacher leaders. Coaching cycles will include focused observations, bite-sized action steps, instructional modeling, deliberate practice, and timely feedback to strengthen teacher capacity, enhance content knowledge, and improve the implementation of high-quality Tier I instruction. 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 - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: 3 MCLs (Math, Reading, Science) - Title One School- Improvement - \$45,000, 1 Instructional Coach - Title One School- Improvement - \$75,000	Formative			Summative
	Oct	Jan	Mar	May
				585

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 walkthroughs and observations. Student participation ratio will be apparent and documented in Eduphoria/Grow. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs Title I: 2.52 - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: Teachers will participate in job-embedded coaching, lesson internalization, frequent progress monitoring using Science Checkpoint and assessment data, and targeted instructional adjustments to ensure students meet or exceed their 8th-grade Science STAAR performance goals. 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 - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Ector College Prep has dedicated a daily 27-minute Eagle's Nest intervention period to provide targeted, data-driven interventions based on checkpoint, I-Ready, and STAAR data. Instructional Coaches and Multi-Classroom Leaders (MCLs) will strategically pull students for Tier II and Tier III interventions to address individual learning needs, close achievement gaps, and accelerate academic growth while teachers provide targeted support within the classroom. Strategy's Expected Result/Impact: Students will show growth and track progress throughout the year through their 7th-period class. Staff Responsible for Monitoring: Admin, DCs, MCLs, ICs and Teachers 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 Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Teachers will provide targeted Tier II and Tier III interventions through before-school tutoring, after-school tutoring, and Saturday School for students identified through checkpoint, I-Ready, and STAAR data. Instruction will focus on addressing individual learning gaps, reinforcing TEKS-based skills, and accelerating student achievement through small-group, data-driven instruction. Strategy's Expected Result/Impact: Improve overall performance and close educational gaps. Staff Responsible for Monitoring: Teachers/Admin Title I: 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 Funding Sources: Title 1 - Title One School- Improvement - \$90,000	Formative			Summative
	Oct	Jan	Mar	May
				587
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 7 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Although checkpoint performance improved, student achievement remains inconsistent across grade levels and content areas. Continued focus on Tier I instruction and data-driven practices is needed to increase Meets and Masters performance. **Root Cause:** Inconsistent implementation of rigorous Tier I instruction and data-driven instructional practices has resulted in uneven student achievement. Continued coaching, PLC collaboration, and instructional monitoring are needed to improve student outcomes.

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: Student daily attendance will increase from 93.5% to 95%.

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: 2.53 - TEA Priorities: Improve low-performing schools - 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
				590
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: 2.53 - TEA Priorities: Improve low-performing schools - 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				

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Although student connectedness increased from 34% to 45%, School Climate remains at 25% and Sense of Belonging at 39%, indicating a continued need to strengthen student culture and belonging. Root Cause: Students have not consistently experienced meaningful relationships, engaging learning environments, and consistent campus expectations, contributing to lower perceptions of belonging and school climate.

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: Exclusionary disciplinary infractions will decrease from 1,695 to 1,200.

Evaluation Data Sources: Decrease disciplinary infractions on campus.

Strategy 1 Details	Reviews			
Strategy 1: Teachers and administrators will implement the Emergent Tree Reach and Respond framework to proactively address student behavior through relationship-building, restorative conversations, and consistent corrective strategies. Strategy's Expected Result/Impact: Reduce the need for exclusionary discipline. Staff Responsible for Monitoring: Admin, Counselors, Emergent Tree/MTSS Team. Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: 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, Emergent Tree/MTSS Team. Title I: 2.53 - 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

Problem Statement 1: Although student connectedness increased from 34% to 45%, School Climate remains at 25% and Sense of Belonging at 39%, indicating a continued need to strengthen student culture and belonging. **Root Cause:** Students have not consistently experienced meaningful relationships, engaging learning environments, and consistent campus expectations, contributing to lower perceptions of belonging and school climate.

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: 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.

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 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				594
Strategy 2 Details	Reviews			
Strategy 2: Ector College Prep will provide students with meaningful college and career readiness experiences through student presentations, guest speakers, high school and college awareness activities, and educational field trips. These opportunities will help students establish academic goals, explore postsecondary pathways, and develop a college- and career-ready mindset. 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 Title I: 2.53 - 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

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Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, at least 30% of students will meet or exceed their individualized expected growth targets on the i-Ready Reading and Mathematics Diagnostics, as measured from the 2026 Beginning-of-Year Diagnostic to the 2027 End-of-Year Diagnostic, through high-quality Tier I instruction and targeted interventions.

HB3 Board Goal

Evaluation Data Sources: I-Ready

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in structured Get Better Faster coaching cycles facilitated by administrators, department heads, Multi-Classroom Leaders (MCLs), and teacher leaders. Coaching cycles will include focused observations, bite-sized action steps, instructional modeling, deliberate practice, and timely feedback to strengthen teacher capacity, enhance content knowledge, and improve the implementation of high-quality Tier I instruction. 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 - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: 3 MCLs (Math, Reading, Science) - Title One School- Improvement - \$45,000, 1 Instructional Coach - Title One School- Improvement - \$75,000				596

Strategy 2 Details		Reviews			
Strategy 2: Teachers will participate in job-embedded coaching, lesson internalization, frequent progress monitoring using I-Ready and checkpoint data, and targeted instructional adjustments to ensure students meet or exceed their annual I-Ready Reading growth goals. 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 - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

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Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Although checkpoint performance improved, student achievement remains inconsistent across grade levels and content areas. Continued focus on Tier I instruction and data-driven practices is needed to increase Meets and Masters performance. Root Cause: Inconsistent implementation of rigorous Tier I instruction and data-driven instructional practices has resulted in uneven student achievement. Continued coaching, PLC collaboration, and instructional monitoring are needed to improve student outcomes.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, 100% of teachers will implement district curriculum and standards-aligned instructional practices with fidelity, as evidenced through walkthroughs, PLC documentation, and coaching cycle data.

Evaluation Data Sources: Walkthroughs, exemplars, PLCs

Strategy 1 Details	Reviews			
Strategy 1: Teachers will collaboratively internalize lessons using EduHub during weekly PLCs by unpacking TEKS, identifying success criteria, planning rigorous instructional strategies, and developing checks for understanding. Strategy's Expected Result/Impact: Fidelity of district curriculum and instructional improvement Staff Responsible for Monitoring: Admin/MCLs Title I: 2.52 - 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	Formative			Summative
	Oct	Jan	Mar	May
				598

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 walkthroughs and observations. 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: 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue 599					

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Although checkpoint performance improved, student achievement remains inconsistent across grade levels and content areas. Continued focus on Tier I instruction and data-driven practices is needed to increase Meets and Masters performance. Root Cause: Inconsistent implementation of rigorous Tier I instruction and data-driven instructional practices has resulted in uneven student achievement. Continued coaching, PLC collaboration, and instructional monitoring are needed to improve student outcomes.

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, Ector College Prep will increase teacher retention from 70.7% to 80% by strengthening professional learning, instructional coaching, and teacher leadership opportunities.

Evaluation Data Sources: Teacher retention data

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 Title I: 2.53 - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
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, Teachers Nest) 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 Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, 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: Although student connectedness increased from 34% to 45%, School Climate remains at 25% and Sense of Belonging at 39%, indicating a continued need to strengthen student culture and belonging. **Root Cause:** Students have not consistently experienced meaningful relationships, engaging learning environments, and consistent campus expectations, contributing to lower perceptions of belonging and school climate.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, Ector College Prep will increase the percentage of students reporting a positive sense of school connectedness on the Panorama Survey from 45% to 50% by fostering meaningful relationships, increasing student engagement, and promoting a positive school culture.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Implement campus-wide relationship-building structures through advisory/Eagle's Nest, mentoring, student check-ins, and restorative practices to ensure every student has a trusted adult and feels connected to the school community. Strategy's Expected Result/Impact: Improve school-wide connectedness on Panorama Survey Staff Responsible for Monitoring: Admin/ Leadership Title I: 2.53 - 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
				602
Strategy 2 Details	Reviews			
Strategy 2: Increase student engagement and school pride by expanding student leadership opportunities, clubs, extracurricular activities, recognition programs, and family engagement events that promote belonging and participation. Strategy's Expected Result/Impact: Improve school-wide connectedness on Panorama Survey Staff Responsible for Monitoring: Admin/ Leadership Title I: 2.53 - 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
 No Progress  Accomplished  Continue/Modify  Discontinue				

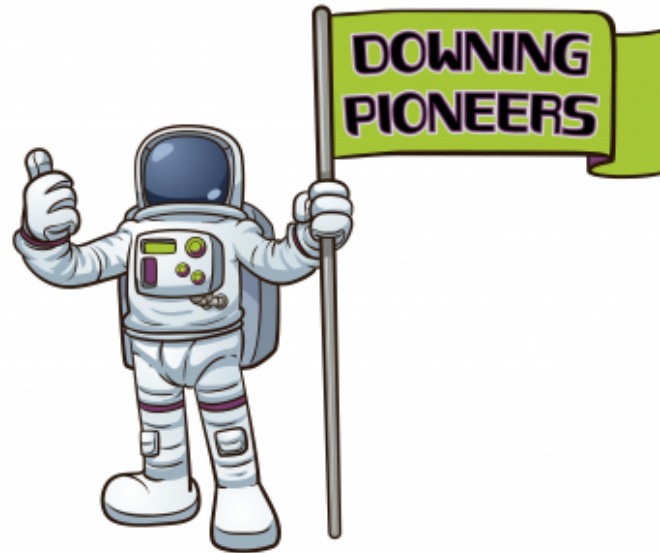
Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Although student connectedness increased from 34% to 45%, School Climate remains at 25% and Sense of Belonging at 39%, indicating a continued need to strengthen student culture and belonging. Root Cause: Students have not consistently experienced meaningful relationships, engaging learning environments, and consistent campus expectations, contributing to lower perceptions of belonging and school climate.

Ector County Independent School District

Edward K. Downing Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



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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 Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% 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 2027, the percentage of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 38% 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%, 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 and feedback

Walk-throughs, feedback and coaching

Tutoring performance outcomes

Data Driven Instruction Analysis during Professional Learning Committees

iReady

Checkpoints

607

Strategy 1 Details					Reviews																		
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 <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Multi-Classroom Leaders will facilitate weekly collaborative planning with team teachers to unpack priority TEKS, identify the required level of rigor, and plan Blended Learning station rotations that include teacher-led small groups, collaborative practice, independent application, and technology-supported learning.</td><td>Multi-Classroom Leaders, 3rd-5th Grade Teachers, Reading Specialist, Administrators</td><td>August 2026-May 2027; weekly implementation and monitoring</td><td></td></tr><tr><td>2</td><td>Administrators and Multi-Classroom Leaders will conduct weekly learning walks to monitor student engagement, instructional rigor, and implementation of planned learning structures and will provide timely feedback and coaching to strengthen instruction.</td><td>Principal, Assistant Principals, Multi-Classroom Leaders, Reading Specialist</td><td>September 2026-May 2027; weekly learning walks with monthly trend reviews</td><td></td></tr></table> TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Curriculum, Instruction, and Assessment 3 Funding Sources: additional MCL - Title One School-wide - \$3,000					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Multi-Classroom Leaders will facilitate weekly collaborative planning with team teachers to unpack priority TEKS, identify the required level of rigor, and plan Blended Learning station rotations that include teacher-led small groups, collaborative practice, independent application, and technology-supported learning.	Multi-Classroom Leaders, 3rd-5th Grade Teachers, Reading Specialist, Administrators	August 2026-May 2027; weekly implementation and monitoring		2	Administrators and Multi-Classroom Leaders will conduct weekly learning walks to monitor student engagement, instructional rigor, and implementation of planned learning structures and will provide timely feedback and coaching to strengthen instruction.	Principal, Assistant Principals, Multi-Classroom Leaders, Reading Specialist	September 2026-May 2027; weekly learning walks with monthly trend reviews		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	Multi-Classroom Leaders will facilitate weekly collaborative planning with team teachers to unpack priority TEKS, identify the required level of rigor, and plan Blended Learning station rotations that include teacher-led small groups, collaborative practice, independent application, and technology-supported learning.	Multi-Classroom Leaders, 3rd-5th Grade Teachers, Reading Specialist, Administrators	August 2026-May 2027; weekly implementation and monitoring															
2	Administrators and Multi-Classroom Leaders will conduct weekly learning walks to monitor student engagement, instructional rigor, and implementation of planned learning structures and will provide timely feedback and coaching to strengthen instruction.	Principal, Assistant Principals, Multi-Classroom Leaders, Reading Specialist	September 2026-May 2027; weekly learning walks with monthly trend reviews																				
Oct	Jan	Mar	May																				
								608															

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 <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Teachers and campus specialists will use Checkpoint, iReady, classroom assessment, and STAAR data to identify students performing below Meets and assign students to targeted tutoring groups based on specific skill deficits.</td><td>Classroom Teachers, Multi-Classroom Leaders, Reading Specialist, Math Specialist, Administrators</td><td>August-September 2026 for initial groups; regroup every 6-9 weeks through May 2027</td><td></td></tr><tr><td>2</td><td>Tutors will provide targeted instruction aligned to identified TEKS and document student attendance, skills addressed, and progress after each tutoring cycle. Student groups will be adjusted based on evidence of growth.</td><td>Tutors, Classroom Teachers, Multi-Classroom Leaders, Administrators</td><td>October 2026-May 2027; progress monitored every 6-9 weeks</td><td></td></tr></table> TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy Funding Sources: Tutoring - Title One School-wide - \$30,000					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Teachers and campus specialists will use Checkpoint, iReady, classroom assessment, and STAAR data to identify students performing below Meets and assign students to targeted tutoring groups based on specific skill deficits.	Classroom Teachers, Multi-Classroom Leaders, Reading Specialist, Math Specialist, Administrators	August-September 2026 for initial groups; regroup every 6-9 weeks through May 2027		2	Tutors will provide targeted instruction aligned to identified TEKS and document student attendance, skills addressed, and progress after each tutoring cycle. Student groups will be adjusted based on evidence of growth.	Tutors, Classroom Teachers, Multi-Classroom Leaders, Administrators	October 2026-May 2027; progress monitored every 6-9 weeks		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	Teachers and campus specialists will use Checkpoint, iReady, classroom assessment, and STAAR data to identify students performing below Meets and assign students to targeted tutoring groups based on specific skill deficits.	Classroom Teachers, Multi-Classroom Leaders, Reading Specialist, Math Specialist, Administrators	August-September 2026 for initial groups; regroup every 6-9 weeks through May 2027															
2	Tutors will provide targeted instruction aligned to identified TEKS and document student attendance, skills addressed, and progress after each tutoring cycle. Student groups will be adjusted based on evidence of growth.	Tutors, Classroom Teachers, Multi-Classroom Leaders, Administrators	October 2026-May 2027; progress monitored every 6-9 weeks																				
Oct	Jan	Mar	May																				
								609															

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 3: Teachers are in need of ongoing coaching and instructional support to strengthen the impact instruction. Feedback from Opportunity Culture leaders and administrators with evidence of improved instructional practices, are needed to increase student progress toward mastery. Root Cause: Although the Opportunity Culture Team and administrators provide coaching, not all teachers consistently implement bite-sized coaching steps or adjust instruction based on feedback and student work analysis.

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 2027, the percentage of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 36% to 49%.

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

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 <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Reading Specialist and Multi-Classroom Leaders will conduct coaching cycles that include observation, modeling, collaborative planning, and feedback focused on rigorous Tier 1 instruction, questioning, student discourse, and differentiated instruction.</td><td>Reading Specialist, Multi-Classroom Leaders, Administrators, 3rd-5th Grade Teachers</td><td>September 2026-May 2027; coaching cycles every 4-6 weeks</td><td></td></tr><tr><td>2</td><td>Teachers will implement one identified high-leverage instructional practice from each coaching cycle and administrators/Multi-Classroom Leaders will monitor implementation through follow-up walkthroughs and student work.</td><td>3rd-5th Grade Teachers, Multi-Classroom Leaders, Administrators</td><td>October 2026-May 2027; follow-up within 2-3 weeks of each coaching cycle</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Reading Specialist and Multi-Classroom Leaders will conduct coaching cycles that include observation, modeling, collaborative planning, and feedback focused on rigorous Tier 1 instruction, questioning, student discourse, and differentiated instruction.	Reading Specialist, Multi-Classroom Leaders, Administrators, 3rd-5th Grade Teachers	September 2026-May 2027; coaching cycles every 4-6 weeks		2	Teachers will implement one identified high-leverage instructional practice from each coaching cycle and administrators/Multi-Classroom Leaders will monitor implementation through follow-up walkthroughs and student work.	3rd-5th Grade Teachers, Multi-Classroom Leaders, Administrators	October 2026-May 2027; follow-up within 2-3 weeks of each coaching cycle		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	Reading Specialist and Multi-Classroom Leaders will conduct coaching cycles that include observation, modeling, collaborative planning, and feedback focused on rigorous Tier 1 instruction, questioning, student discourse, and differentiated instruction.	Reading Specialist, Multi-Classroom Leaders, Administrators, 3rd-5th Grade Teachers	September 2026-May 2027; coaching cycles every 4-6 weeks															
2	Teachers will implement one identified high-leverage instructional practice from each coaching cycle and administrators/Multi-Classroom Leaders will monitor implementation through follow-up walkthroughs and student work.	3rd-5th Grade Teachers, Multi-Classroom Leaders, Administrators	October 2026-May 2027; follow-up within 2-3 weeks of each coaching cycle																				
Oct	Jan	Mar	May																				
								611															

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 speciali <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Following each Checkpoint, teachers will analyze student performance by TEKS, identify individual strengths and gaps, and establish measurable student growth goals.</td><td>3rd-5th Grade Teachers, Multi-Classroom Leaders, Content Specialists</td><td>Within 10 instructional days following each Checkpoint</td><td></td></tr><tr><td>2</td><td>Teachers will conference with students to review performance, communicate individual goals, and identify specific instructional/intervention actions students will take before the next assessment.</td><td>3rd-5th Grade Teachers, Multi-Classroom Leaders</td><td>Within 15 instructional days following each Checkpoint</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Following each Checkpoint, teachers will analyze student performance by TEKS, identify individual strengths and gaps, and establish measurable student growth goals.	3rd-5th Grade Teachers, Multi-Classroom Leaders, Content Specialists	Within 10 instructional days following each Checkpoint		2	Teachers will conference with students to review performance, communicate individual goals, and identify specific instructional/intervention actions students will take before the next assessment.	3rd-5th Grade Teachers, Multi-Classroom Leaders	Within 15 instructional days following each Checkpoint		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	Following each Checkpoint, teachers will analyze student performance by TEKS, identify individual strengths and gaps, and establish measurable student growth goals.	3rd-5th Grade Teachers, Multi-Classroom Leaders, Content Specialists	Within 10 instructional days following each Checkpoint															
2	Teachers will conference with students to review performance, communicate individual goals, and identify specific instructional/intervention actions students will take before the next assessment.	3rd-5th Grade Teachers, Multi-Classroom Leaders	Within 15 instructional days following each Checkpoint																				
Oct	Jan	Mar	May																				
				612																			

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 2027, the percentage of 5th Grade students performing at the MEETS level on Science STAAR will increase from 18% to 28%.

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					Formative			Summative
					Oct	Jan	Mar	May
								613
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	The 5th Grade Science teacher will collaborate with Curriculum and Instruction support staff to unpack priority Science TEKS and identify opportunities for hands-on investigations, inquiry, academic vocabulary, and application of science concepts.	5th Grade Science Teacher, Curriculum and Instruction Support Staff, Administrators	August-September 2026; reviewed and adjusted each grading period					
2	The Science teacher will incorporate district-adopted instructional resources and hands-on learning experiences aligned to the depth and complexity of the TEKS, with administrators monitoring implementation through learning walks.	5th Grade Science Teacher, Administrators, Curriculum and Instruction Support Staff	September 2026-May 2027; weekly instruction and monthly monitoring					
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments								

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 <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>The 5th Grade Science teacher and PLC will analyze Checkpoint and classroom assessment data every 6-9 weeks to identify standards requiring reteaching and students requiring targeted intervention.</td><td>5th Grade Science Teacher, Administrators, Curriculum and Instruction Support Staff</td><td>Every 6-9 weeks, October 2026-May 2027</td><td></td></tr><tr><td>2</td><td>Students will receive targeted small-group intervention and reteaching based on identified TEKS gaps, with progress documented and groups adjusted following each data review.</td><td>5th Grade Science Teacher, Tutors, Curriculum and Instruction Support Staff</td><td>October 2026-May 2027; intervention monitored every 6-9 weeks</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	The 5th Grade Science teacher and PLC will analyze Checkpoint and classroom assessment data every 6-9 weeks to identify standards requiring reteaching and students requiring targeted intervention.	5th Grade Science Teacher, Administrators, Curriculum and Instruction Support Staff	Every 6-9 weeks, October 2026-May 2027		2	Students will receive targeted small-group intervention and reteaching based on identified TEKS gaps, with progress documented and groups adjusted following each data review.	5th Grade Science Teacher, Tutors, Curriculum and Instruction Support Staff	October 2026-May 2027; intervention monitored every 6-9 weeks		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	The 5th Grade Science teacher and PLC will analyze Checkpoint and classroom assessment data every 6-9 weeks to identify standards requiring reteaching and students requiring targeted intervention.	5th Grade Science Teacher, Administrators, Curriculum and Instruction Support Staff	Every 6-9 weeks, October 2026-May 2027															
2	Students will receive targeted small-group intervention and reteaching based on identified TEKS gaps, with progress documented and groups adjusted following each data review.	5th Grade Science Teacher, Tutors, Curriculum and Instruction Support Staff	October 2026-May 2027; intervention monitored every 6-9 weeks																				
Oct	Jan	Mar	May																				
								614															
 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 in K-3 achieving or exceeding their I-ready reading goal will increase from 44% to 54%.

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: 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 iReady Reading Growth Assessment, the number of the students in k-3 meeting or exceeding their growth goals will increase from 15% to 25%. 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					Formative			Summative
					Oct	Jan	Mar	May
								615
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	K-3 teachers will analyze BOY iReady data to identify individual student areas of need and establish individualized growth goals aligned to students' diagnostic results.	K-3 Teachers, Multi-Classroom Leaders, Reading Specialist, Administrators	August-September 2026; goals established within 15 instructional days of BOY testing					
2	Teachers will provide differentiated small-group instruction and iReady practice aligned to individual student needs and review progress regularly to adjust instruction.	K-3 Teachers, Multi-Classroom Leaders, Reading Specialist	September 2026-May 2027; progress reviewed every 4-6 weeks					
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments								

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 <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Multi-Classroom Leaders and Opportunity Culture team members will identify teachers needing additional support and develop individualized coaching plans focused on instructional practices that directly impact student growth.</td><td>Multi-Classroom Leaders, Reach Associates, Master Team Reach Teachers, Administrators</td><td>August-September 2026; coaching plans updated each grading period</td><td></td></tr><tr><td>2</td><td>Coaches will conduct observation, modeling, co-planning, and feedback cycles and monitor the impact of implementation through classroom walkthroughs and student achievement data.</td><td>Multi-Classroom Leaders, Reach Associates, Master Team Reach Teachers, Administrators</td><td>September 2026-May 2027; coaching cycles every 4-6 weeks</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Multi-Classroom Leaders and Opportunity Culture team members will identify teachers needing additional support and develop individualized coaching plans focused on instructional practices that directly impact student growth.	Multi-Classroom Leaders, Reach Associates, Master Team Reach Teachers, Administrators	August-September 2026; coaching plans updated each grading period		2	Coaches will conduct observation, modeling, co-planning, and feedback cycles and monitor the impact of implementation through classroom walkthroughs and student achievement data.	Multi-Classroom Leaders, Reach Associates, Master Team Reach Teachers, Administrators	September 2026-May 2027; coaching cycles every 4-6 weeks		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	Multi-Classroom Leaders and Opportunity Culture team members will identify teachers needing additional support and develop individualized coaching plans focused on instructional practices that directly impact student growth.	Multi-Classroom Leaders, Reach Associates, Master Team Reach Teachers, Administrators	August-September 2026; coaching plans updated each grading period															
2	Coaches will conduct observation, modeling, co-planning, and feedback cycles and monitor the impact of implementation through classroom walkthroughs and student achievement data.	Multi-Classroom Leaders, Reach Associates, Master Team Reach Teachers, Administrators	September 2026-May 2027; coaching cycles every 4-6 weeks																				
Oct	Jan	Mar	May																				
				616																			

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 3rd grade students performing at the MEETS level on their Reading STAAR assessment will increase from 38% to 48%.

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: BOY, MOY, EOY iReady data

Strategy 1 Details					Reviews																		
Strategy 1: Teachers will track 3rd grade student scores using district provided ipads 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 <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Third Grade teachers will review prior-year and BOY assessment data to establish baseline performance and identify students requiring targeted reading intervention.</td><td>3rd Grade Teachers, Multi-Classroom Leaders, Administrators</td><td>August-September 2026</td><td></td></tr><tr><td>2</td><td>Teachers will maintain student data trackers and review progress during PLCs to identify students who have met goals, students needing additional intervention, and instructional adjustments needed.</td><td>3rd Grade Teachers, Multi-Classroom Leaders, Reading Specialist, Administrators</td><td>September 2026-May 2027; reviewed every 4-6 weeks</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Third Grade teachers will review prior-year and BOY assessment data to establish baseline performance and identify students requiring targeted reading intervention.	3rd Grade Teachers, Multi-Classroom Leaders, Administrators	August-September 2026		2	Teachers will maintain student data trackers and review progress during PLCs to identify students who have met goals, students needing additional intervention, and instructional adjustments needed.	3rd Grade Teachers, Multi-Classroom Leaders, Reading Specialist, Administrators	September 2026-May 2027; reviewed every 4-6 weeks		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	Third Grade teachers will review prior-year and BOY assessment data to establish baseline performance and identify students requiring targeted reading intervention.	3rd Grade Teachers, Multi-Classroom Leaders, Administrators	August-September 2026															
2	Teachers will maintain student data trackers and review progress during PLCs to identify students who have met goals, students needing additional intervention, and instructional adjustments needed.	3rd Grade Teachers, Multi-Classroom Leaders, Reading Specialist, Administrators	September 2026-May 2027; reviewed every 4-6 weeks																				
Oct	Jan	Mar	May																				
								617															

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 <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Use BOY, iReady, Checkpoint, and classroom data to identify 3rd grade students needing additional reading support and develop targeted tutoring groups.</td><td>3rd Grade Teachers, Multi-Classroom Leaders, Reading Specialist, Administrators</td><td>September-October 2026; regroup every 6-9 weeks</td><td></td></tr><tr><td>2</td><td>Provide targeted tutoring focused on priority reading TEKS, comprehension, vocabulary, fluency, and evidence-based responses, with student progress reviewed after each tutoring cycle.</td><td>Tutors, 3rd Grade Teachers, Reading Specialist</td><td>October 2026-May 2027</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Use BOY, iReady, Checkpoint, and classroom data to identify 3rd grade students needing additional reading support and develop targeted tutoring groups.	3rd Grade Teachers, Multi-Classroom Leaders, Reading Specialist, Administrators	September-October 2026; regroup every 6-9 weeks		2	Provide targeted tutoring focused on priority reading TEKS, comprehension, vocabulary, fluency, and evidence-based responses, with student progress reviewed after each tutoring cycle.	Tutors, 3rd Grade Teachers, Reading Specialist	October 2026-May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	Use BOY, iReady, Checkpoint, and classroom data to identify 3rd grade students needing additional reading support and develop targeted tutoring groups.	3rd Grade Teachers, Multi-Classroom Leaders, Reading Specialist, Administrators	September-October 2026; regroup every 6-9 weeks															
2	Provide targeted tutoring focused on priority reading TEKS, comprehension, vocabulary, fluency, and evidence-based responses, with student progress reviewed after each tutoring cycle.	Tutors, 3rd Grade Teachers, Reading Specialist	October 2026-May 2027																				
Oct	Jan	Mar	May																				
				618																			

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: 3rd grade Reading STAAR performance in meets was only at 38%. Root Cause: Tier 1 reading 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 91% by May 2029.

Performance Objective 1: School Connectedness panorama data will increase from 72% 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: panorama survey spring 2027

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					Formative			Summative
					Oct	Jan	Mar	May
								619
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Teachers will implement weekly community circles or morning meetings using campus SEL/Student Wellness Being lessons to build relationships, practice communication skills, and provide opportunities for student voice.	Teachers, Counselors, Administrators	August 2026-May 2027; weekly					
2	Administrators and counselors will monitor implementation through classroom walkthroughs, student feedback, and teacher reflections and provide support to classrooms needing additional assistance.	Administrators, Counselors	September 2026-May 2027; monthly monitoring					
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture								

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 <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Identify and establish student leadership groups, clubs, mentoring opportunities, and campus activities that provide students with multiple opportunities to participate and contribute.</td><td>Administrators, Counselors, Teachers</td><td>August-October 2026; activities operational by October 2026</td><td></td></tr><tr><td>2</td><td>Track student participation and solicit student feedback each semester to identify students not participating and create additional opportunities for equitable involvement.</td><td>Counselors, Teachers, Administrators</td><td>October 2026-May 2027; participation reviewed quarterly</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Identify and establish student leadership groups, clubs, mentoring opportunities, and campus activities that provide students with multiple opportunities to participate and contribute.	Administrators, Counselors, Teachers	August-October 2026; activities operational by October 2026		2	Track student participation and solicit student feedback each semester to identify students not participating and create additional opportunities for equitable involvement.	Counselors, Teachers, Administrators	October 2026-May 2027; participation reviewed quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
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2	Track student participation and solicit student feedback each semester to identify students not participating and create additional opportunities for equitable involvement.	Counselors, Teachers, Administrators	October 2026-May 2027; participation reviewed quarterly																				
Oct	Jan	Mar	May																				
				620																			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



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 93.8% 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					Formative			Summative
					Oct	Jan	Mar	May
								621
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Attendance staff and administrators will review attendance daily and generate a weekly list of students with repeated absences or tardies for follow-up.	Attendance Clerk, Administrators, Counselors, Teachers	August 2026-May 2027; daily review/ weekly report					
2	Staff will contact families of identified students through phone calls, letters, conferences, and available support resources and document interventions and outcomes.	Teachers, Counselors, Administrators	Within 5 school days of identification; ongoing throughout the year					
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture								

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 <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Establish a campus attendance recognition calendar that includes weekly student/classroom recognition and monthly attendance celebrations.</td><td>Administrators, Counselors, Teachers</td><td>Launch September 2026; continue monthly through May 2027</td><td></td></tr><tr><td>2</td><td>Review attendance data monthly to identify students or classrooms needing additional support and connect families with appropriate campus/ district resources.</td><td>Administrators, Counselors, Attendance Clerk</td><td>Monthly September 2026-May 2027</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Establish a campus attendance recognition calendar that includes weekly student/classroom recognition and monthly attendance celebrations.	Administrators, Counselors, Teachers	Launch September 2026; continue monthly through May 2027		2	Review attendance data monthly to identify students or classrooms needing additional support and connect families with appropriate campus/ district resources.	Administrators, Counselors, Attendance Clerk	Monthly September 2026-May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	Establish a campus attendance recognition calendar that includes weekly student/classroom recognition and monthly attendance celebrations.	Administrators, Counselors, Teachers	Launch September 2026; continue monthly through May 2027															
2	Review attendance data monthly to identify students or classrooms needing additional support and connect families with appropriate campus/ district resources.	Administrators, Counselors, Attendance Clerk	Monthly September 2026-May 2027																				
Oct	Jan	Mar	May																				
				622																			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



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: 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					Formative			Summative
					Oct	Jan	Mar	May
								623
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Teachers will implement scheduled SEL/Student Wellness Being lessons and use restorative conversations to address conflict, problem-solving, emotional regulation, and relationship repair.	Teachers, Counselors, Administrators	August 2026-May 2027; SEL weekly and restorative practices as needed					
2	Administrators and counselors will review discipline referrals to identify recurring behaviors and provide targeted SEL or restorative interventions before behaviors escalate when appropriate.	Administrators, Counselors	Biweekly review, September 2026-May 2027					
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture								

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 <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Campus leadership will clearly define and reteach behavior expectations for common areas, classrooms, transitions, and dismissal, with staff using consistent language and responses.</td><td>Administrators, Counselors, Teachers</td><td>August-September 2026; reteach after breaks and as data indicates</td><td></td></tr><tr><td>2</td><td>Use discipline data to identify high-frequency behaviors, locations, and student needs and implement targeted Tier 2 supports and positive reinforcement systems.</td><td>Administrators, Counselors, Teachers</td><td>September 2026-May 2027; data reviewed monthly</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Campus leadership will clearly define and reteach behavior expectations for common areas, classrooms, transitions, and dismissal, with staff using consistent language and responses.	Administrators, Counselors, Teachers	August-September 2026; reteach after breaks and as data indicates		2	Use discipline data to identify high-frequency behaviors, locations, and student needs and implement targeted Tier 2 supports and positive reinforcement systems.	Administrators, Counselors, Teachers	September 2026-May 2027; data reviewed monthly		Formative			Summative
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2	Use discipline data to identify high-frequency behaviors, locations, and student needs and implement targeted Tier 2 supports and positive reinforcement systems.	Administrators, Counselors, Teachers	September 2026-May 2027; data reviewed monthly																				
Oct	Jan	Mar	May																				
				624																			

No Progress

Accomplished

Continue/Modify

Discontinue



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 2027.

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

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 <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Content Specialists and Multi-Classroom Leaders will support teachers in unpacking TEKS and implementing the district K-5 instructional framework during collaborative planning and PLCs.</td><td>Content Specialists, Multi-Classroom Leaders, Teachers, Administrators</td><td>August 2026-May 2027; weekly PLC support</td><td></td></tr><tr><td>2</td><td>Administrators and specialists will conduct learning walks to monitor implementation of the instructional framework and provide feedback/coaching when gaps are identified.</td><td>Principal, Assistant Principals, Content Specialists, Multi-Classroom Leaders</td><td>September 2026-May 2027; weekly learning walks</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Student Achievement 2, 3					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Content Specialists and Multi-Classroom Leaders will support teachers in unpacking TEKS and implementing the district K-5 instructional framework during collaborative planning and PLCs.	Content Specialists, Multi-Classroom Leaders, Teachers, Administrators	August 2026-May 2027; weekly PLC support		2	Administrators and specialists will conduct learning walks to monitor implementation of the instructional framework and provide feedback/coaching when gaps are identified.	Principal, Assistant Principals, Content Specialists, Multi-Classroom Leaders	September 2026-May 2027; weekly learning walks		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
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2	Administrators and specialists will conduct learning walks to monitor implementation of the instructional framework and provide feedback/coaching when gaps are identified.	Principal, Assistant Principals, Content Specialists, Multi-Classroom Leaders	September 2026-May 2027; weekly learning walks																				
Oct	Jan	Mar	May																				
								625															

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 <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>PLC teams will use a consistent Data-Driven Instruction protocol to analyze student performance, identify priority standards, determine instructional responses, and plan reteaching/enrichment.</td><td>Teachers, PLC Leads, Multi-Classroom Leaders, Content Specialists</td><td>August 2026-May 2027; every PLC cycle</td><td></td></tr><tr><td>2</td><td>Campus specialists and Curriculum and Instruction support staff will provide professional development and coaching on backwards planning, assessment alignment, rigor, and use of student data.</td><td>Curriculum and Instruction Support, Content Specialists, Administrators</td><td>August 2026-May 2027; initial training by September 2026 and ongoing support</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	PLC teams will use a consistent Data-Driven Instruction protocol to analyze student performance, identify priority standards, determine instructional responses, and plan reteaching/enrichment.	Teachers, PLC Leads, Multi-Classroom Leaders, Content Specialists	August 2026-May 2027; every PLC cycle		2	Campus specialists and Curriculum and Instruction support staff will provide professional development and coaching on backwards planning, assessment alignment, rigor, and use of student data.	Curriculum and Instruction Support, Content Specialists, Administrators	August 2026-May 2027; initial training by September 2026 and ongoing support		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
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2	Campus specialists and Curriculum and Instruction support staff will provide professional development and coaching on backwards planning, assessment alignment, rigor, and use of student data.	Curriculum and Instruction Support, Content Specialists, Administrators	August 2026-May 2027; initial training by September 2026 and ongoing support																				
Oct	Jan	Mar	May																				
				626																			

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: 5th grade STAAR Science performance showed declines or minimal growth across Approaches and Meets performance levels, with 31% Approaches (down 13%) and 10% Meets (down 3%), indicating a lack of sustained academic progress. Root Cause: Students did not receive rigorous instruction during the Fall Semester due to an ineffective teacher who was not removed until the Spring Semester.
Problem Statement 3: Although 4th grade Math STAAR scores showed a total increase, Bilingual students had a significant lower percentage in Approaches and Meets compared to the Monolingual students. Root Cause: Instructional practices are not consistently rigorous or aligned to the depth and complexity of STAAR standards, limiting students' ability to progress to a higher level.

Board Goal 4: Classroom Excellence

Performance Objective 2: Increase percentage of student passing 5th grade STAAR Reading test from 64% to 74% by May 2027.

Evaluation Data Sources: Checkpoints, BOY, MOY, EOY iReady, 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 <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>At the end of each nine-week grading period, the 5th Grade team will analyze Checkpoints, iReady, district benchmarks, and classroom data to identify students who have not mastered priority standards.</td><td>5th Grade Teachers, Administrators, Multi-Classroom Leaders, Content Specialists</td><td>Every nine weeks, October 2026-May 2027</td><td></td></tr><tr><td>2</td><td>The team will develop targeted instructional/intervention plans for identified students and monitor implementation and progress during subsequent PLC meetings.</td><td>5th Grade Teachers, Reading Specialist, Multi-Classroom Leaders</td><td>Within 10 instructional days after each nine-week data review</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	At the end of each nine-week grading period, the 5th Grade team will analyze Checkpoints, iReady, district benchmarks, and classroom data to identify students who have not mastered priority standards.	5th Grade Teachers, Administrators, Multi-Classroom Leaders, Content Specialists	Every nine weeks, October 2026-May 2027		2	The team will develop targeted instructional/intervention plans for identified students and monitor implementation and progress during subsequent PLC meetings.	5th Grade Teachers, Reading Specialist, Multi-Classroom Leaders	Within 10 instructional days after each nine-week data review		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	At the end of each nine-week grading period, the 5th Grade team will analyze Checkpoints, iReady, district benchmarks, and classroom data to identify students who have not mastered priority standards.	5th Grade Teachers, Administrators, Multi-Classroom Leaders, Content Specialists	Every nine weeks, October 2026-May 2027															
2	The team will develop targeted instructional/intervention plans for identified students and monitor implementation and progress during subsequent PLC meetings.	5th Grade Teachers, Reading Specialist, Multi-Classroom Leaders	Within 10 instructional days after each nine-week data review																				
Oct	Jan	Mar	May																				
								627															

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 <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Use MAP/benchmark, iReady, Checkpoint, and classroom assessment data to create flexible reading groups targeting comprehension, vocabulary, critical thinking, and identified TEKS gaps.</td><td>5th Grade Teachers, Reading Specialist, Multi-Classroom Leaders</td><td>August 2026-May 2027; groups established by September and regrouped every 4-6 weeks</td><td></td></tr><tr><td>2</td><td>Teachers will provide targeted small-group instruction during the instructional day and document student progress through common assessments and student work analysis.</td><td>5th Grade Teachers, Reading Specialist</td><td>September 2026-May 2027; progress reviewed every 4-6 weeks</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2, 3					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Use MAP/benchmark, iReady, Checkpoint, and classroom assessment data to create flexible reading groups targeting comprehension, vocabulary, critical thinking, and identified TEKS gaps.	5th Grade Teachers, Reading Specialist, Multi-Classroom Leaders	August 2026-May 2027; groups established by September and regrouped every 4-6 weeks		2	Teachers will provide targeted small-group instruction during the instructional day and document student progress through common assessments and student work analysis.	5th Grade Teachers, Reading Specialist	September 2026-May 2027; progress reviewed every 4-6 weeks		Formative			Summative
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2	Teachers will provide targeted small-group instruction during the instructional day and document student progress through common assessments and student work analysis.	5th Grade Teachers, Reading Specialist	September 2026-May 2027; progress reviewed every 4-6 weeks																				
Oct	Jan	Mar	May																				
								628															

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: 5th grade STAAR Science performance showed declines or minimal growth across Approaches and Meets performance levels, with 31% Approaches (down 13%) and 10% Meets (down 3%), indicating a lack of sustained academic progress. Root Cause: Students did not receive rigorous instruction during the Fall Semester due to an ineffective teacher who was not removed until the Spring Semester.
Problem Statement 3: Although 4th grade Math STAAR scores showed a total increase, Bilingual students had a significant lower percentage in Approaches and Meets compared to the Monolingual students. Root Cause: Instructional practices are not consistently rigorous or aligned to the depth and complexity of STAAR standards, limiting students' ability to progress to a higher level.

Board Goal 4: Classroom Excellence

Performance Objective 3: Increase attendance rate from 93.8% to 95% for all students by May of 2027.

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 <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>The Attendance Clerk and administrators will review daily attendance and generate weekly reports identifying students with attendance patterns requiring intervention.</td><td>Attendance Clerk, Administrators, Counselors</td><td>August 2026-May 2027; daily review and weekly reporting</td><td></td></tr><tr><td>2</td><td>Teachers, counselors, and administrators will communicate with families of identified students and develop individualized attendance interventions when attendance concerns persist.</td><td>Teachers, Counselors, Administrators</td><td>Ongoing; family contact initiated within 5 school days of identification</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	The Attendance Clerk and administrators will review daily attendance and generate weekly reports identifying students with attendance patterns requiring intervention.	Attendance Clerk, Administrators, Counselors	August 2026-May 2027; daily review and weekly reporting		2	Teachers, counselors, and administrators will communicate with families of identified students and develop individualized attendance interventions when attendance concerns persist.	Teachers, Counselors, Administrators	Ongoing; family contact initiated within 5 school days of identification		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	The Attendance Clerk and administrators will review daily attendance and generate weekly reports identifying students with attendance patterns requiring intervention.	Attendance Clerk, Administrators, Counselors	August 2026-May 2027; daily review and weekly reporting															
2	Teachers, counselors, and administrators will communicate with families of identified students and develop individualized attendance interventions when attendance concerns persist.	Teachers, Counselors, Administrators	Ongoing; family contact initiated within 5 school days of identification																				
Oct	Jan	Mar	May																				
				629																			

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 <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Implement weekly and monthly attendance recognition for students and classrooms meeting established attendance expectations.</td><td>Teachers, Counselors, Administrators</td><td>September 2026-May 2027</td><td></td></tr><tr><td>2</td><td>Review monthly attendance data to determine whether incentives are impacting attendance and modify recognition/support systems for identified student groups as needed.</td><td>Administrators, Counselors, Attendance Clerk</td><td>Monthly October 2026-May 2027</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Implement weekly and monthly attendance recognition for students and classrooms meeting established attendance expectations.	Teachers, Counselors, Administrators	September 2026-May 2027		2	Review monthly attendance data to determine whether incentives are impacting attendance and modify recognition/support systems for identified student groups as needed.	Administrators, Counselors, Attendance Clerk	Monthly October 2026-May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	Implement weekly and monthly attendance recognition for students and classrooms meeting established attendance expectations.	Teachers, Counselors, Administrators	September 2026-May 2027															
2	Review monthly attendance data to determine whether incentives are impacting attendance and modify recognition/support systems for identified student groups as needed.	Administrators, Counselors, Attendance Clerk	Monthly October 2026-May 2027																				
Oct	Jan	Mar	May																				
								630															

 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 2027.

Evaluation Data Sources: Safeschools training, Threat Assessment reports, Panorama Survey

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 <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Campus administration will communicate required SafeSchools training expectations and provide staff with dedicated time and access to complete child abuse awareness and prevention training.</td><td>Administrators, Counselors, Teachers</td><td>August-September 2026</td><td></td></tr><tr><td>2</td><td>Administration will monitor training completion and follow up individually with staff who have not completed required training to ensure 100% compliance.</td><td>Principal, Assistant Principals</td><td>Monthly August-October 2026; 100% completion by October 31, 2026</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Campus administration will communicate required SafeSchools training expectations and provide staff with dedicated time and access to complete child abuse awareness and prevention training.	Administrators, Counselors, Teachers	August-September 2026		2	Administration will monitor training completion and follow up individually with staff who have not completed required training to ensure 100% compliance.	Principal, Assistant Principals	Monthly August-October 2026; 100% completion by October 31, 2026		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
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2	Administration will monitor training completion and follow up individually with staff who have not completed required training to ensure 100% compliance.	Principal, Assistant Principals	Monthly August-October 2026; 100% completion by October 31, 2026																				
Oct	Jan	Mar	May																				
								631															

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 <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>The counselor will provide staff professional learning on trauma- and grief-informed classroom practices, recognizing student needs, and appropriate responses/supports.</td><td>Counselors, Administrators</td><td>September-October 2026</td><td></td></tr><tr><td>2</td><td>Administrators will monitor implementation through walkthroughs and staff feedback and provide additional support/resources to teachers as needed.</td><td>Administrators, Counselors</td><td>October 2026-May 2027; quarterly monitoring</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	The counselor will provide staff professional learning on trauma- and grief-informed classroom practices, recognizing student needs, and appropriate responses/supports.	Counselors, Administrators	September-October 2026		2	Administrators will monitor implementation through walkthroughs and staff feedback and provide additional support/resources to teachers as needed.	Administrators, Counselors	October 2026-May 2027; quarterly monitoring		Formative			Summative
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Oct	Jan	Mar	May																				
								632															

No Progress

Accomplished

Continue/Modify

Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: 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 iReady, 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. Teachers will use project-based learning apps to foster creativity, critical thinking and teamwork among students to enhance student engagement. Staff Responsible for Monitoring: Teachers, administrators, Multi-Classroom Leaders, Content Specialist and Curriculum and Instruction Support					Formative			Summative
					Oct	Jan	Mar	May
								633
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Content Specialists and grade-level teams will unpack priority TEKS and align daily learning objectives, tasks, questioning, and student products to grade-level rigor.	Content Specialists, Multi-Classroom Leaders, Teachers, Administrators	August-September 2026; reviewed throughout the year					
2	Teachers will incorporate appropriate project-based learning and technology-supported tasks that require creativity, critical thinking, collaboration, and application of learning.	Teachers, Multi-Classroom Leaders, Content Specialists	September 2026-May 2027; monitored through lesson plans and walkthroughs					
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction								

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 <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Campus leadership will establish and communicate school-wide instructional expectations/look-fors focused on rigor, engagement, academic discourse, questioning, checks for understanding, and student ownership.</td><td>Principal, Assistant Principals, Content Specialists, Multi-Classroom Leaders</td><td>August-September 2026</td><td></td></tr><tr><td>2</td><td>Administrators and instructional leaders will conduct weekly learning walks, collect implementation data, provide feedback, and use monthly trend data to determine professional learning and coaching needs.</td><td>Principal, Assistant Principals, Content Specialists, Multi-Classroom Leaders</td><td>September 2026-May 2027; weekly walkthroughs and monthly data reviews</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Campus leadership will establish and communicate school-wide instructional expectations/look-fors focused on rigor, engagement, academic discourse, questioning, checks for understanding, and student ownership.	Principal, Assistant Principals, Content Specialists, Multi-Classroom Leaders	August-September 2026		2	Administrators and instructional leaders will conduct weekly learning walks, collect implementation data, provide feedback, and use monthly trend data to determine professional learning and coaching needs.	Principal, Assistant Principals, Content Specialists, Multi-Classroom Leaders	September 2026-May 2027; weekly walkthroughs and monthly data reviews		Formative			Summative
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Oct	Jan	Mar	May																				
								634															

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 3: Increase student connectedness from 72% to 75% on the Panorama Survey by Spring 2027.

Evaluation Data Sources: Spring Panorama Survey 2027

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 <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Counselors and campus administrators will provide professional learning on relationship-building, SEL, and culturally responsive practices and provide teachers with strategies that can be implemented immediately.</td><td>Counselors, Administrators</td><td>August-October 2026</td><td></td></tr><tr><td>2</td><td>Teachers will implement relationship-building and SEL practices, while administrators and counselors monitor implementation through walkthroughs, teacher reflections, and student feedback.</td><td>Teachers, Counselors, Administrators</td><td>September 2026-May 2027; monitoring monthly</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Counselors and campus administrators will provide professional learning on relationship-building, SEL, and culturally responsive practices and provide teachers with strategies that can be implemented immediately.	Counselors, Administrators	August-October 2026		2	Teachers will implement relationship-building and SEL practices, while administrators and counselors monitor implementation through walkthroughs, teacher reflections, and student feedback.	Teachers, Counselors, Administrators	September 2026-May 2027; monitoring monthly		Formative			Summative
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Oct	Jan	Mar	May																				
								635															

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 <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Establish and expand student leadership opportunities, including Pioneer Leaders, House leadership, student groups, and other campus opportunities that allow students to contribute to campus decisions and activities.</td><td>Principal, Counselors, Teachers, House Leaders</td><td>August-October 2026; ongoing through May 2027</td><td></td></tr><tr><td>2</td><td>Administer student feedback/pulse surveys during the school year and use results to identify areas for improvement in student voice, belonging, and engagement before the Spring Panorama Survey.</td><td>Counselors, Administrators, Teachers</td><td>October 2026, January 2027, and April 2027</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Establish and expand student leadership opportunities, including Pioneer Leaders, House leadership, student groups, and other campus opportunities that allow students to contribute to campus decisions and activities.	Principal, Counselors, Teachers, House Leaders	August-October 2026; ongoing through May 2027		2	Administer student feedback/pulse surveys during the school year and use results to identify areas for improvement in student voice, belonging, and engagement before the Spring Panorama Survey.	Counselors, Administrators, Teachers	October 2026, January 2027, and April 2027		Formative			Summative
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2	Administer student feedback/pulse surveys during the school year and use results to identify areas for improvement in student voice, belonging, and engagement before the Spring Panorama Survey.	Counselors, Administrators, Teachers	October 2026, January 2027, and April 2027																				
Oct	Jan	Mar	May																				
				636																			

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Ector County Independent School District

G.E."Buddy" West Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



637

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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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 91% 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 of 2027, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 42% to 50%.

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%

Evaluation Data Sources: STAAR Interim, Checkpoint Data, iReady Diagnostics, STAAR Summative

Strategy 1 Details					Reviews			
Strategy 1: Implement a daily mathematics intervention and enrichment block for students in Grades K-5, utilizing flexible student grouping and targeted instruction based on multiple sources of student data to address learning gaps and extend learning for students performing at or above grade level. Strategy's Expected Result/Impact: Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means. Students are provided opportunities for enrichment. Staff Responsible for Monitoring: Leadership team					Formative			Summative
					Oct	Jan	Mar	May
								640
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Leadership team will review PLC, Know/Shows, exemplars and follow the DDI process.	MCLs Principal	weekly					
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 Funding Sources: - Title One School- Improvement - \$115,000								

Strategy 2 Details					Reviews													
Strategy 2: Strengthen the Data-Driven Instruction (DDI) process through weekly Professional Learning Communities (PLCs) where teachers collaboratively analyze i-Ready, district checkpoints, benchmark assessments, and common formative assessment data to plan rigorous, standards-aligned instruction, monitor student progress, and adjust interventions. Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: Teachers, MCLs, Leadership team <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Meet weekly with MCLs and leadership team to follow the PLC Cycle with fidelity. Meet after Iready testing to analyze data and create a reteach plan.</td><td>MCL/ Principal</td><td>weekly</td><td></td></tr></table> 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 Achievement 1 Funding Sources: - Title One School- Improvement - \$15,000					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Meet weekly with MCLs and leadership team to follow the PLC Cycle with fidelity. Meet after Iready testing to analyze data and create a reteach plan.	MCL/ Principal	weekly		Formative			Summative
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Oct	Jan	Mar	May															
								641										

Strategy 3 Details					Reviews													
Strategy 3: Teachers will create student data folders to ensure students track monthly iReady Math progress and Math Checkpoint data. Teachers will conference with students to discuss data folders, track iReady lesson progress, and provide new goals a minimum of twice 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: Administrators, teachers, campus specialists, MCLs <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Data folder checks will be implemented, along with parent data conferences where students will share their data folder and progress made.</td><td>Teachers/ MCL/ Leadership team</td><td>after each assesment</td><td></td></tr></table> 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 Problem Statements: Student Achievement 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Data folder checks will be implemented, along with parent data conferences where students will share their data folder and progress made.	Teachers/ MCL/ Leadership team	after each assesment		Formative			Summative
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Oct	Jan	Mar	May															

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Strategy 4 Details		Reviews			
Strategy 4: Buddy West will implement Opportunity Culture through Multi-Classroom Leaders (MCLs) who lead weekly PLCs, analyze student data, and support teachers through coaching and feedback. PLCs will focus on TEKS alignment, student work, identifying learning gaps, and planning targeted instruction. Campus leaders and MCLs will use SIBME to provide ongoing observation, feedback, and coaching aligned to campus instructional priorities. Leadership will also monitor i-Ready progress weekly, including usage, lesson completion, and lessons passed, to identify students needing additional support and ensure progress toward growth goals. Strategy's Expected Result/Impact: IReady Diagnostics increasing from BOY to EOY Checkpoints at Approaches and Meets Staff Responsible for Monitoring: Leadership team- MCLs, administrators, campus specialists 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 Funding Sources: - Title One School- Improvement - \$115,000		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					643

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: In 24-25, ELAR achievement data demonstrated a need for improvement, with only 41% of 3rd grade students meeting MAP ELAR growth expectations. These results indicate a need to strengthen literacy instruction to ensure students develop the foundational reading skills, vocabulary, and comprehension strategies necessary for grade-level reading success. Root Cause: Students have not consistently received aligned, explicit, and systematic literacy instruction that builds foundational reading skills, academic vocabulary, and comprehension strategies across grade levels. Gaps in early literacy development, including phonics, decoding, fluency, and language development, may have impacted students' ability to comprehend increasingly complex texts in upper grades.

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

Performance Objective 2: By May of 2027, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 33% to 41%.

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%

Evaluation Data Sources: STAAR Interim, Checkpoint Data, iReady Diagnostics, STAAR Summative

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: Students will make growth towards the MEETS percent Staff Responsible for Monitoring: MCLs, teachers, 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 5: Effective Instruction	Formative			Summative
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				644
 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 2027, the % of students performing at the MEETS level on 5th Science STAAR will increase from 24% to 30%.

Evaluation Data Sources: STAAR Interim, Checkpoint Data

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: Students will make growth towards the MEETS percent. Staff Responsible for Monitoring: MCLs, teachers, Amin. team 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
				645
 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 of 2027, the % of students performing at the MEETS level on 3rd-grade Reading STAAR will increase from 33% to 38%.

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 Interim, Checkpoint Data, iReady Diagnostics, STAAR Summative

Strategy 1 Details					Reviews													
Strategy 1: Implement a daily reading intervention and enrichment block for students in Grades K-5, utilizing flexible student grouping and targeted instruction based on multiple sources of student data to address learning gaps and extend learning for students performing at or above grade level. Strategy's Expected Result/Impact: Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means. Students are provided opportunities for enrichment. Staff Responsible for Monitoring: teachers, leadership team, MCLs <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Monitor the reading block and the daily schedule. Monitor that teachers are following the district pacing calendar.</td><td>teachers/ principal</td><td>weekly</td><td></td></tr></table> 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					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Monitor the reading block and the daily schedule. Monitor that teachers are following the district pacing calendar.	teachers/ principal	weekly		Formative			Summative
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Oct	Jan	Mar	May															
								646										

Strategy 2 Details					Reviews													
Strategy 2: Strengthen the Data-Driven Instruction (DDI) process through weekly Professional Learning Communities (PLCs) where teachers collaboratively analyze i-Ready, district checkpoints, benchmark assessments, and common formative assessment data to plan rigorous, standards-aligned instruction, monitor student progress, and adjust interventions. Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: teachers, leadership team, MCLs <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Teachers will analyze data after each assessment and form groups for reteach and intervention.</td><td>teachers/MCLs/Leadership</td><td>weekly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Teachers will analyze data after each assessment and form groups for reteach and intervention.	teachers/MCLs/Leadership	weekly		Formative			Summative
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Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue

648



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: In 24-25, ELAR achievement data demonstrated a need for improvement, with only 41% of 3rd grade students meeting MAP ELAR growth expectations. These results indicate a need to strengthen literacy instruction to ensure students develop the foundational reading skills, vocabulary, and comprehension strategies necessary for grade-level reading success. Root Cause: Students have not consistently received aligned, explicit, and systematic literacy instruction that builds foundational reading skills, academic vocabulary, and comprehension strategies across grade levels. Gaps in early literacy development, including phonics, decoding, fluency, and language development, may have impacted students' ability to comprehend increasingly complex texts in upper 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 % of Kinder-3rd grade students meeting their iReady stretch growth will increase 10% for each grade level: 18% for Kindergarten, 37% for 1st Grade, 27% for 2nd Grade, and 32% for 3rd Grade.

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: iReady Diagnostics

Strategy 1 Details					Reviews													
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					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Monitor daily schedule through walk through and that teachers are following the district pacing guide daily. Monitor small groups during blended learning time.	teachers/ principal											
Oct	Jan	Mar	May															
				649														

Strategy 2 Details					Reviews													
Strategy 2: Strengthen the Data-Driven Instruction (DDI) process through weekly Professional Learning Communities (PLCs) where teachers collaboratively analyze i-Ready, district checkpoints, benchmark assessments, and common formative assessment data to plan rigorous, standards-aligned instruction, monitor student progress, and adjust interventions. Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: teachers, leadership team, MCLs <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>meet with MCLs weekly to support with the DDI process and meet with all the grade levels after each assessment to analyze data and create a reteach plan.</td><td>teachers, principal</td><td></td><td></td></tr></table> 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					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	meet with MCLs weekly to support with the DDI process and meet with all the grade levels after each assessment to analyze data and create a reteach plan.	teachers, principal			Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	meet with MCLs weekly to support with the DDI process and meet with all the grade levels after each assessment to analyze data and create a reteach plan.	teachers, principal											
Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue

650

650



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: In 24-25, ELAR achievement data demonstrated a need for improvement, with only 41% of 3rd grade students meeting MAP ELAR growth expectations. These results indicate a need to strengthen literacy instruction to ensure students develop the foundational reading skills, vocabulary, and comprehension strategies necessary for grade-level reading success. Root Cause: Students have not consistently received aligned, explicit, and systematic literacy instruction that builds foundational reading skills, academic vocabulary, and comprehension strategies across grade levels. Gaps in early literacy development, including phonics, decoding, fluency, and language development, may have impacted students' ability to comprehend increasingly complex texts in upper grades.

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 Student panorama data will increase from 69% to 79%.

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 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: teachers, leadership team and counselor, Communities in School <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>monitor implementation of Ilead lessons</td><td>principals</td><td>weekly</td><td></td></tr></table> Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	monitor implementation of Ilead lessons	principals	weekly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	monitor implementation of Ilead lessons	principals	weekly										
Oct	Jan	Mar	May															
								651										

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: teachers, leadership team, counselor <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>monitor character education lessons and meet with the school counselor for feedback every 2 weeks</td><td>principal and counselor</td><td>bi-weekly</td><td></td></tr></table> Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	monitor character education lessons and meet with the school counselor for feedback every 2 weeks	principal and counselor	bi-weekly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	monitor character education lessons and meet with the school counselor for feedback every 2 weeks	principal and counselor	bi-weekly										
Oct	Jan	Mar	May															

Strategy 3 Details					Reviews													
Strategy 3: 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: leadership team <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>monitor the morning meetings and capture in the moment feedback</td><td>principals</td><td></td><td></td></tr></table> Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	monitor the morning meetings and capture in the moment feedback	principals			Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	monitor the morning meetings and capture in the moment feedback	principals											
Oct	Jan	Mar	May															



No Progress



Accomplished



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Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: Student Panorama data indicates that school climate and student connection are areas in need of improvement. Only 55% of students reported a favorable perception of school climate, a decrease of 6 points from the previous benchmark. Additionally, 60% of students reported a favorable sense of belonging, representing a 5-point decrease. **Root Cause:** Students may not consistently experience a strong sense of belonging, connection, and emotional safety throughout the school day due to a need for more intentional systems that build relationships, increase student voice, and create consistent opportunities for students to feel valued and supported.

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 sense of belonging will increase from 60% 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

Strategy 1 Details					Reviews													
Strategy 1: Teachers will intentionally build positive classroom communities by implementing daily relationship-building practices, including morning meetings, classroom circles, student check-ins, collaborative learning opportunities, and consistent recognition of student achievements to foster a safe, welcoming, and inclusive learning environment. Strategy's Expected Result/Impact: Increased sense of belonging, including confidence in self and increase motivation to continue to improve. Staff Responsible for Monitoring: teachers, leadership team, counselor <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>leadership team will monitor daily relationship building through the morning meetings, the Ilead lessons and duck of the month recognitions.</td><td>teachers and principal</td><td>weekly</td><td></td></tr></table> Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	leadership team will monitor daily relationship building through the morning meetings, the Ilead lessons and duck of the month recognitions.	teachers and principal	weekly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	leadership team will monitor daily relationship building through the morning meetings, the Ilead lessons and duck of the month recognitions.	teachers and principal	weekly										
Oct	Jan	Mar	May															
								654										

Strategy 2 Details					Reviews													
Strategy 2: Implement a campus-wide student recognition system that celebrates academic growth, positive behavior, attendance, and individual achievements through classroom and campus celebrations, student conferences, family communication, recognition ceremonies, and other meaningful acknowledgments to foster student motivation, engagement, and a strong sense of belonging. Strategy's Expected Result/Impact: Students will experience a stronger sense of belonging and connectedness to the school community, resulting in increased engagement, improved attendance, positive student behavior, and an increase in the Panorama Student Survey "Sense of Belonging" score from 60% to 70% by May 2027. Staff Responsible for Monitoring: teachers, leadership team, and counselor <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>monitor the implementation of celebrations and recognitions being done with fidelity.</td><td>teachers and principal</td><td>every 9 weeks</td><td></td></tr></table> Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	monitor the implementation of celebrations and recognitions being done with fidelity.	teachers and principal	every 9 weeks		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	monitor the implementation of celebrations and recognitions being done with fidelity.	teachers and principal	every 9 weeks										
Oct	Jan	Mar	May															
				655														

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Student Panorama data indicates that school climate and student connection are areas in need of improvement. Only 55% of students reported a favorable perception of school climate, a decrease of 6 points from the previous benchmark. Additionally, 60% of students reported a favorable sense of belonging, representing a 5-point decrease. Root Cause: Students may not consistently experience a strong sense of belonging, connection, and emotional safety throughout the school day due to a need for more intentional systems that build relationships, increase student voice, and create consistent opportunities for students to feel valued and supported.

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: Student daily attendance will increase from 93% to 96%

Indicators of Success:

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

Evaluation Data Sources: Attendance Reports

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: Student attendance will improve through early identification of attendance concerns, timely family communication, and tiered interventions, resulting in increased Average Daily Attendance (ADA) and a reduction in chronic absenteeism. Staff Responsible for Monitoring: office staff, Communities in School, admin. team					Formative			Summative
					Oct	Jan	Mar	May
								656

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	every 9 weeks attendance will be monitored through office contacts and counselor/principal contracts	office, principal, counselor	every 9 weeks and daily for students with excessive absences	

Title I:
2.51
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Positive School Culture
Problem Statements: School Culture and Climate 1

Strategy 2 Details					Reviews													
Strategy 2: Implement a campus-wide attendance recognition program that celebrates individual students, classrooms, and grade levels for excellent and improved attendance through monthly celebrations, certificates, incentives, classroom competitions, and school-wide recognition to encourage consistent attendance and reinforce the importance of being present for learning. Strategy's Expected Result/Impact: Increased motivation for school attendance and increased parent engagement in attendance needs. Staff Responsible for Monitoring: office staff, Communities in School, admin. team <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>monitor that celebrations and recognitions are done with fidelity</td><td>teachers and principal</td><td>every 9 weeks</td><td></td></tr></table> Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	monitor that celebrations and recognitions are done with fidelity	teachers and principal	every 9 weeks		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	monitor that celebrations and recognitions are done with fidelity	teachers and principal	every 9 weeks										
Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue

657

657



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: Student Panorama data indicates that school climate and student connection are areas in need of improvement. Only 55% of students reported a favorable perception of school climate, a decrease of 6 points from the previous benchmark. Additionally, 60% of students reported a favorable sense of belonging, representing a 5-point decrease. Root Cause: Students may not consistently experience a strong sense of belonging, connection, and emotional safety throughout the school day due to a need for more intentional systems that build relationships, increase student voice, and create consistent opportunities for students to feel valued and supported.

Board Goal 4: Classroom Excellence

Performance Objective 1: Campus leadership will collaborate with the blended learning team on teacher training, priority classroom identification, and full expansion of blended learning across all core classrooms.

Evaluation Data Sources: Walkthrough data and evidence of instructional growth

Strategy 1 Details					Reviews			
Strategy 1: Provide ongoing professional learning and coaching opportunities for teachers to strengthen their understanding and implementation of blended learning practices. Campus leaders and the blended learning team will support teachers through training, modeling, classroom observations, and feedback cycles to increase effective use of blended learning tools and instructional strategies. Strategy's Expected Result/Impact: Teachers will increase their capacity to effectively integrate blended learning practices, resulting in increased student engagement, personalized learning opportunities, and improved academic outcomes through consistent implementation across core classrooms. Staff Responsible for Monitoring: blended learning team, leadership team					Formative			Summative
					Oct	Jan	Mar	May
								658

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monitor the coaching and PLC schedules to be done with fidelity. Schedule coaching cycles and give timely feedback. Document through Sibme	principal	weekly	

Title I:
 2.51, 2.52, 2.53
- TEA Priorities:
 Improve low-performing schools
- ESF Levers:
 Lever 5: Effective Instruction
Problem Statements: School Organization 1

Strategy 2 Details					Reviews													
Strategy 2: Develop a systematic implementation plan for expanding blended learning across core classrooms by identifying priority classrooms, monitoring implementation progress, analyzing student usage and performance data, and providing targeted support to ensure blended learning enhances student engagement and academic growth. Strategy's Expected Result/Impact: Teachers will increase their capacity to effectively integrate blended learning practices, resulting in increased student engagement, personalized learning opportunities, and improved academic outcomes through consistent implementation across core classrooms. Staff Responsible for Monitoring: blended learning team, leadership team <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>monitor blended learning and providing ongoing support for teachers with coaching and instant feedback.</td><td>principal and MCLs</td><td>weekly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	monitor blended learning and providing ongoing support for teachers with coaching and instant feedback.	principal and MCLs	weekly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	monitor blended learning and providing ongoing support for teachers with coaching and instant feedback.	principal and MCLs	weekly										
Oct	Jan	Mar	May															

No Progress

Accomplished

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659

659



No Progress



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Discontinue

Performance Objective 1 Problem Statements:

School Organization
Problem Statement 1: Although Buddy West Elementary has established instructional systems designed to support student achievement, including a daily intervention block, weekly Professional Learning Communities, the Data-Driven Instruction process, and instructional coaching, consistent implementation of these systems across all classrooms remains an area for improvement. Root Cause: Variability in implementation fidelity exists due to the need for continued professional learning, ongoing instructional coaching, structured collaboration, and consistent monitoring to ensure campus-wide implementation of evidence-based instructional practices.

Board Goal 4: Classroom Excellence

Performance Objective 2: All classrooms will demonstrate consistent integration of AVID strategies (WICOR) and structured student discourse resulting in increased academic rigor and improved student performance.

Evaluation Data Sources: classroom walkthroughs and observations

Strategy 1 Details					Reviews													
Strategy 1: Provide ongoing professional learning and coaching to support teachers in effectively implementing AVID WICOR strategies and structured academic discourse routines. Campus leaders and Multi-Classroom Leaders will provide modeling, feedback, and support to ensure strategies are embedded consistently across all classrooms. Strategy's Expected Result/Impact: Teachers will increase their confidence and consistency in implementing AVID strategies and student discourse routines, resulting in increased student engagement and academic rigor. Staff Responsible for Monitoring: leadership team, campus coaches, MCLs <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>support teachers will AVID modeling PLCs and in the moment feedback in the classroom when implementing AVID and WICOR.</td><td>MCLs, principal and AVID site coordinator</td><td>weekly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	support teachers will AVID modeling PLCs and in the moment feedback in the classroom when implementing AVID and WICOR.	MCLs, principal and AVID site coordinator	weekly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	support teachers will AVID modeling PLCs and in the moment feedback in the classroom when implementing AVID and WICOR.	MCLs, principal and AVID site coordinator	weekly										
Oct	Jan	Mar	May															
								660										

Strategy 2 Details					Reviews													
Strategy 2: Monitor classroom implementation of AVID strategies and student discourse through walkthroughs, lesson plan reviews, PLC discussions, and student work analysis. Teachers will collaborate during PLCs to share effective practices and refine instructional strategies that increase student engagement, critical thinking, and academic rigor. Strategy's Expected Result/Impact: Classrooms will demonstrate consistent use of AVID strategies and academic discourse practices, leading to improved student participation, critical thinking, and learning outcomes. Staff Responsible for Monitoring: teachers, leadership team, MCLs <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>monitor implementation of AVID through walk throughs and coaching cycles. Monitor PLCs for collaboration of strategies.</td><td>teachers, principal</td><td></td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	monitor implementation of AVID through walk throughs and coaching cycles. Monitor PLCs for collaboration of strategies.	teachers, principal			Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	monitor implementation of AVID through walk throughs and coaching cycles. Monitor PLCs for collaboration of strategies.	teachers, principal											
Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue

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Performance Objective 2 Problem Statements:

School Organization
Problem Statement 1: Although Buddy West Elementary has established instructional systems designed to support student achievement, including a daily intervention block, weekly Professional Learning Communities, the Data-Driven Instruction process, and instructional coaching, consistent implementation of these systems across all classrooms remains an area for improvement. Root Cause: Variability in implementation fidelity exists due to the need for continued professional learning, ongoing instructional coaching, structured collaboration, and consistent monitoring to ensure campus-wide implementation of evidence-based instructional practices.

Board Goal 5: Culture of Excellence

Performance Objective 1: 100% of core classrooms will implement iLead with fidelity.

Evaluation Data Sources: Observations, walkthroughs

Strategy 1 Details					Reviews													
Strategy 1: Provide ongoing professional learning and coaching to ensure teachers understand iLead expectations, instructional practices, and implementation procedures. Campus leaders and instructional support staff will provide modeling, feedback, and resources to support consistent classroom implementation. Strategy's Expected Result/Impact: Teachers will increase their understanding and confidence in implementing iLead practices consistently. Staff Responsible for Monitoring: leadership team, counselor, MCLs <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>monitor the Ilead lessons and visit classrooms in the morning during the lesson. provide ongoing feedback</td><td>principal and counselor</td><td>weekly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	monitor the Ilead lessons and visit classrooms in the morning during the lesson. provide ongoing feedback	principal and counselor	weekly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	monitor the Ilead lessons and visit classrooms in the morning during the lesson. provide ongoing feedback	principal and counselor	weekly										
Oct	Jan	Mar	May															
				662														

Strategy 2 Details					Reviews													
Strategy 2: Monitor iLead implementation through classroom walkthroughs, lesson plan reviews, PLC conversations, and feedback cycles to ensure consistent fidelity across all core classrooms and identify areas for additional support. Strategy's Expected Result/Impact: All core classrooms will demonstrate consistent iLead implementation, resulting in improved instructional consistency and student learning experiences. Staff Responsible for Monitoring: leadership team, MCLs <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>support the teachers with Ilead feedback. monitor the implementation of the lessons.</td><td>principal and counselor</td><td>weekly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	support the teachers with Ilead feedback. monitor the implementation of the lessons.	principal and counselor	weekly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	support the teachers with Ilead feedback. monitor the implementation of the lessons.	principal and counselor	weekly										
Oct	Jan	Mar	May															

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

663

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Student Panorama data indicates that school climate and student connection are areas in need of improvement. Only 55% of students reported a favorable perception of school climate, a decrease of 6 points from the previous benchmark. Additionally, 60% of students reported a favorable sense of belonging, representing a 5-point decrease. Root Cause: Students may not consistently experience a strong sense of belonging, connection, and emotional safety throughout the school day due to a need for more intentional systems that build relationships, increase student voice, and create consistent opportunities for students to feel valued and supported.
School Organization
Problem Statement 1: Although Buddy West Elementary has established instructional systems designed to support student achievement, including a daily intervention block, weekly Professional Learning Communities, the Data-Driven Instruction process, and instructional coaching, consistent implementation of these systems across all classrooms remains an area for improvement. Root Cause: Variability in implementation fidelity exists due to the need for continued professional learning, ongoing instructional coaching, structured collaboration, and consistent monitoring to ensure campus-wide implementation of evidence-based instructional practices.

Board Goal 5: Culture of Excellence

Performance Objective 2: Staff belonging and overall connectedness will increase from 79% to 89%.

Evaluation Data Sources: Panorama and staff surveys

Strategy 1 Details					Reviews													
Strategy 1: Implement intentional staff engagement and recognition opportunities that celebrate staff contributions, accomplishments, and milestones through campus celebrations, appreciation events, and ongoing recognition. Strategy's Expected Result/Impact: Staff will feel valued and appreciated, resulting in increased morale, engagement, and connection to the campus community. Staff Responsible for Monitoring: leadership team, office staff <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>celebrate teachers through attendance recognitions, teacher of the month and appreciation events.</td><td>office staff, PTA, and principal</td><td>monthly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	celebrate teachers through attendance recognitions, teacher of the month and appreciation events.	office staff, PTA, and principal	monthly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	celebrate teachers through attendance recognitions, teacher of the month and appreciation events.	office staff, PTA, and principal	monthly										
Oct	Jan	Mar	May															
								664										

Strategy 2 Details					Reviews			
Strategy 2: Strengthen staff collaboration and communication through regular opportunities for team building, shared decision-making, professional learning, and feedback to increase staff connection and sense of belonging. Strategy's Expected Result/Impact: Staff will experience stronger relationships, collaboration, and trust, resulting in increased staff belonging and overall campus connectedness. Staff Responsible for Monitoring: leadership team Title I: 2.51, 2.52, 2.53 - 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

Problem Statement 1: Student Panorama data indicates that school climate and student connection are areas in need of improvement. Only 55% of students reported a favorable perception of school climate, a decrease of 6 points from the previous benchmark. Additionally, 60% of students reported a favorable sense of belonging, representing a 5-point decrease. **Root Cause:** Students may not consistently experience a strong sense of belonging, connection, and emotional safety throughout the school day due to a need for more intentional systems that build relationships, increase student voice, and create consistent opportunities for students to feel valued and supported.

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Ector County Independent School District

Gale Pond Alamo Elementary

2026-2027 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.

“Education is a shared commitment between dedicated teachers, motivated students and enthusiastic parents with high expectations.”⁶⁶⁷

- Bob Beauprez

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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

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029. 10

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029. 14

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Board Goal 5: Culture of Excellence 20

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 2026-2027 school year, the percentage of students in grades 3-5 achieving Meets Grade Level on the STAAR Math assessment will increase from 47% to at least 55%.

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: IReady Reports

Checkpoints
HB1416 students
STAAR Interim Data
2027 STAAR

669

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use weekly PLCs, vertical planning, formative assessments, and student work analysis to plan rigorous TEKS-aligned instruction that incorporates higher-level questioning, WICOR strategies, purposeful technology, and opportunities for students to apply and justify their learning. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Math Staff Responsible for Monitoring: Administration, Classroom Teachers 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: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: The campus will use ongoing assessment data to provide timely small-group intervention, specially designed instruction, language supports, and enrichment. Student progress will be reviewed regularly to adjust support and accelerate achievement for all students, particularly identified student groups. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Math Staff Responsible for Monitoring: Administration, Classroom Teachers 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: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 2		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Only 44% of Special Education students achieved Approaches Grade Level in Reading, Math, and Science, compared with 75%, 72%, and 75% of All Students, respectively. Performance gaps remain substantial at Meets, with only 19% of SPED students reaching Meets in Reading, 25% in Math, and 11% in Science. Root Cause : Inconsistent alignment of specially designed instruction, accommodations, and targeted interventions with rigorous grade-level Tier I instruction has contributed to persistent achievement gaps for Special Education students.
Problem Statement 2: The data indicates a need to increase the rigor and depth of Tier I instruction so that students are not only reaching minimum proficiency but consistently demonstrating grade-level and advanced mastery. Root Cause: Tier I instruction does not consistently provide the rigor, depth, and higher-level thinking opportunities necessary to move students from Approaches to Meets and Masters performance.
Curriculum, Instruction, and Assessment
Problem Statement 1: Although 73% of campus tests reached Approaches Grade Level or above, only 46% reached Meets and 19% reached Masters. Mathematics academic growth was 65%, below the 2026 target of 69%. Root Cause: Tier I instruction does not consistently provide the depth, rigor, higher-level questioning, and application opportunities necessary to move students from minimum proficiency to Meets and Masters.
Problem Statement 2: Third-grade performance was also lower than other grades, with 61% reaching Approaches in Reading and 65% in Mathematics. Root Cause: Inconsistent use of formative assessment data to address prerequisite gaps, adjust instruction, and provide timely intervention or enrichment has also limited academic growth across grade levels.

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 2026-2027 school year, the percentage of students in grades 3-5 achieving Meets Grade Level on the STAAR Reading assessment will increase from 49% to at least 55%.

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: IReady Reports

Checkpoints
HB1416 students
STAAR Interim Data
2027 STAAR

Strategy 1 Details		Reviews			
Strategy 1: Teachers will use weekly PLCs, vertical planning, formative assessments, and student work analysis to plan rigorous TEKS-aligned instruction that incorporates higher-level questioning, WICOR strategies, purposeful technology, and opportunities for students to apply and justify their learning. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Math Staff Responsible for Monitoring: Administration, Classroom Teachers 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: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: The campus will use ongoing assessment data to provide timely small-group intervention, specially designed instruction, language supports, and enrichment. Student progress will be reviewed regularly to adjust support and accelerate achievement for all students, particularly identified student groups. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Math Staff Responsible for Monitoring: Administration, Classroom Teachers Title I: 2.51, 2.52, 2.53 Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement	672
Problem Statement 1: Only 44% of Special Education students achieved Approaches Grade Level in Reading, Math, and Science, compared with 75%, 72%, and 75% of All Students, respectively. Performance gaps remain substantial at Meets, with only 19% of SPED students reaching Meets in Reading, 25% in Math, and 11% in Science. Root Cause : Inconsistent alignment of specially designed instruction, accommodations, and targeted interventions with rigorous grade-level Tier I instruction has contributed to persistent achievement gaps for Special Education students.	
Problem Statement 2: The data indicates a need to increase the rigor and depth of Tier I instruction so that students are not only reaching minimum proficiency but consistently demonstrating grade-level and advanced mastery. Root Cause: Tier I instruction does not consistently provide the rigor, depth, and higher-level thinking opportunities necessary to move students from Approaches to Meets and Masters performance.	
Curriculum, Instruction, and Assessment	
Problem Statement 1: Although 73% of campus tests reached Approaches Grade Level or above, only 46% reached Meets and 19% reached Masters. Mathematics academic growth was 65%, below the 2026 target of 69%. Root Cause: Tier I instruction does not consistently provide the depth, rigor, higher-level questioning, and application opportunities necessary to move students from minimum proficiency to Meets and Masters.	
Problem Statement 2: Third-grade performance was also lower than other grades, with 61% reaching Approaches in Reading and 65% in Mathematics. Root Cause: Inconsistent use of formative assessment data to address prerequisite gaps, adjust instruction, and provide timely intervention or enrichment has also limited academic growth across grade levels.	

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 2026-2027 school year, the percentage of students in grade 5 achieving Meets Grade Level on the STAAR Science assessment will increase from 30% to at least 40%.

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

Evaluation Data Sources: TEKS Ready Reports
Checkpoints
STAAR Interim Data
2027 STAAR

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use weekly PLCs, vertical planning, formative assessments, and student work analysis to plan rigorous TEKS-aligned instruction that incorporates higher-level questioning, WICOR strategies, purposeful technology, and opportunities for students to apply and justify their learning. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Math Staff Responsible for Monitoring: Administration, Classroom Teachers 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 2	Formative			Summative
	Oct	Jan	Mar	May
				673

Strategy 2 Details		Reviews			
Strategy 2: The campus will use ongoing assessment data to provide timely small-group intervention, specially designed instruction, language supports, and enrichment. Student progress will be reviewed regularly to adjust support and accelerate achievement for all students, particularly identified student groups. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Math Staff Responsible for Monitoring: Administration, Classroom Teachers 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 2		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

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Student Achievement
Problem Statement 2: The data indicates a need to increase the rigor and depth of Tier I instruction so that students are not only reaching minimum proficiency but consistently demonstrating grade-level and advanced mastery. Root Cause: Tier I instruction does not consistently provide the rigor, depth, and higher-level thinking opportunities necessary to move students from Approaches to Meets and Masters performance.

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 of 2027, the % of students performing at the MEETS level on 3rd grade Reading STAAR will increase from 43% to 53%

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: IReady

Checkpoints
STAAR Interim

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: Administration, Classroom Teachers - 3rd Grade 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		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: The campus will implement a rigorous Tier 1 writing curriculum to address student achievement of a score greater than "0" on the Extended Constructed Response question on STAAR assessments in 3rd - 5th grade. Strategy's Expected Result/Impact: Teacher will streamline their teaching of ECR responses so that as students move up, they will have a better understanding of how to effectively answer the ECR question of STAAR. Staff Responsible for Monitoring: Administration, Classroom Teachers 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2 Funding Sources: - Title One School-wide - \$4,000		Formative			Summative
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Performance Objective 1 Problem Statements:

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Curriculum, Instruction, and Assessment
Problem Statement 2: Third-grade performance was also lower than other grades, with 61% reaching Approaches in Reading and 65% in Mathematics. Root Cause: Inconsistent use of formative assessment data to address prerequisite gaps, adjust instruction, and provide timely intervention or enrichment has also limited academic growth 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 % of Kinder-3rd grade students meeting their iReady stretch growth will be at least 50% across all grade levels.

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: iReady Diagnostics
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. Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: Administration, Classroom Teachers 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	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: K-2 classrooms will follow and implement SAXON phonics with fidelity in their daily instruction. Strategy's Expected Result/Impact: Students will develop foundational phonics skills, as well as letter recognition and letter / sound correspondence. Staff Responsible for Monitoring: Administration, Classroom teachers. 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	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment	678
Problem Statement 2: Third-grade performance was also lower than other grades, with 61% reaching Approaches in Reading and 65% in Mathematics. Root Cause: Inconsistent use of formative assessment data to address prerequisite gaps, adjust instruction, and provide timely intervention or enrichment has also limited academic growth across grade levels.	

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 on Spring Panorama will increase from 76% to 86%.

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 / Spring Panorama Data

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. Strategy's Expected Result/Impact: Students will feel connected to their school, classroom, and peers. Staff Responsible for Monitoring: Administration, Counselor, Classroom Teachers. Title I: 2.53 - 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: Character Education lessons will be rolled out to students monthly for 30 minutes by the counselor. Strategy's Expected Result/Impact: Students will be exposed to effective SEL curriculum and be able to integrate it into their daily lives. Staff Responsible for Monitoring: Administration, Counselor, Classroom teachers. Title I: 2.53 - 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 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 2027, Student daily attendance will increase from 95 to 97%

Indicators of Success:

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

Evaluation Data Sources: Monthly Attendance evaluations, Magnet Contract Meetings, Truancy Efforts and contacts

Strategy 1 Details	Reviews			
Strategy 1: Campus will provide Monthly attendance updates for all staff, students, and parents. Strategy's Expected Result/Impact: Increase awareness of campus wide attendance and the impact of not being at school regularly Staff Responsible for Monitoring: Administration, Clerk, Counselor, Classroom Teachers. 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: Campus will do a monthly grade level attendance reward. Strategy's Expected Result/Impact: Students will try to achieve good attendance and teachers will become stronger advocates for attendance because they want the attendance award. Staff Responsible for Monitoring: Administration, Clerk, Classroom teachers ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction 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: 6% of our students are chronically tardy, having more than 30 tardies for the school year. Root Cause: Inconsistent family routines and limited understanding of the academic impact of tardiness contribute to students arriving after the instructional day has begun.

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 2027, campus discipline referrals will decrease by 15%. (52 to 44)

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: Referral Reports, Magnet Contract Meetings

Strategy 1 Details		Reviews			
Strategy 1: Campus Leadership will develop a behavior / referral flow chart for teachers to use when discipline needs arise. Strategy's Expected Result/Impact: Teachers will be able to address behavior in class rather than students needing to be removed from instruction. Staff Responsible for Monitoring: Classroom Teachers, Administration TEA Priorities: Recruit, support, retain teachers and principals - 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: By the end of 2027, all of our classroom teachers will be trained by the New Tech Network to support our work in Project Based Learning.

Evaluation Data Sources: Training calendars and agendas

Strategy 1 Details	Reviews			
Strategy 1: All NEW teachers will receive foundational PBL training through the New Tech Network. Strategy's Expected Result/Impact: Teachers across the campus and grade levels will be able to implement strong PBL projects throughout the year. Staff Responsible for Monitoring: Administration, Classroom Teachers 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: Demographics 2 - Student Achievement 2 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
				682
Strategy 2 Details	Reviews			
Strategy 2: By May 2027, 100% of our PBL trained teachers will utilize NTN blueprint with fidelity to plan grade level projects. Strategy's Expected Result/Impact: Teachers will have access to an AI platform that ties directly to our work in PBL that allows them to plan strong projects with strong TEKS correlation. Staff Responsible for Monitoring: Administration, Classroom teachers. TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 2 - School Culture and Climate 1	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 17% of our teachers are new to the campus and do not have any PBL training. Root Cause: Recent staff turnover has resulted in new personnel who have not yet received foundational PBL training, leading to inconsistencies in campus-wide PBL implementation.
Student Achievement
Problem Statement 2: The data indicates a need to increase the rigor and depth of Tier I instruction so that students are not only reaching minimum proficiency but consistently demonstrating grade-level and advanced mastery. Root Cause: Tier I instruction does not consistently provide the rigor, depth, and higher-level thinking opportunities necessary to move students from Approaches to Meets and Masters performance.
School Culture and Climate
Problem Statement 1: New and returning staff require additional training in Project Based Learning, accessing district curriculum documents, and effectively supporting students with visual impairments. Root Cause: Staff turnover and the addition of educators who are new to the campus or district have created gaps in knowledge of campus instructional systems, PBL expectations, district resources, and specialized practices needed to meet the needs of all students.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, the percentage of uncertified teacher at GP Alamo will go from 18% to 9%. (4 to 2 uncertified teachers)

Evaluation Data Sources: HR, Teacher Report, Certification tests

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. Strategy's Expected Result/Impact: Teachers will feel confident to challenge the test to move towards full certification. Staff Responsible for Monitoring: Uncertified Teachers, Administration Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: 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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				684
Strategy 2 Details	Reviews			
Strategy 2: Share testing opportunities and district testing information to uncertified teachers so they will participate in practice tests. Strategy's Expected Result/Impact: Increase confidence in testing Staff Responsible for Monitoring: Uncertified teachers, Administration Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: 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				

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, 100% of all staff will complete 100% of their Safe Schools courses.

Evaluation Data Sources: Safe Schools Reports

Strategy 1 Details	Reviews			
Strategy 1: Share monthly reports with staff on their completion rates for Safe Schools Training Modules. Strategy's Expected Result/Impact: Encourage teachers to complete safe school modules. Staff Responsible for Monitoring: Administration, Teachers TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide incentives to teachers who successfully complete 100% of their safe schools training by the November deadline. Strategy's Expected Result/Impact: Encourage teachers to stay up on Safe School Modules. Staff Responsible for Monitoring: Administration 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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Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, our percent of chronically absent students will go from 7% to 4%.

Evaluation Data Sources: Monthly attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Monthly attendance messages will be sent home to students who have been absent 10% of the days of the current school year. Strategy's Expected Result/Impact: Parents and students will be aware of their rate of absenteeism. Staff Responsible for Monitoring: Administration, Classroom Teachers, Clerk ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Notify families of students who were chronically absent in 2025-2026 of their attendance for last school year to encourage better attendance this year. Strategy's Expected Result/Impact: Families of students who have already been identified as chronically absent will strive to improve their students attendance for the current school year. Staff Responsible for Monitoring: Administration, Clerk ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Demographics 1	Formative			Summative
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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 6% of our students are chronically tardy, having more than 30 tardies for the school year. Root Cause: Inconsistent family routines and limited understanding of the academic impact of tardiness contribute to students arriving after the instructional day has begun.

Ector County Independent School District

Goliad Elementary

2026-2027 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 success and learn from failure.
- **Love of Learning.** We celebrate an environment that actively cultivates a lifelong love of learning. 688
- **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 Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029. 21

Board Goal 4: Classroom Excellence 30

Board Goal 5: Culture of Excellence 39

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 2027, the percentage of 3rd-5th grade students achieving the Meets Grade Level standard in Reading on the STAAR assessment will increase from 35% to 40%

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: - District Checkpoint Assessments

- i-Ready Reading Diagnostic (BOY, MOY, EOY)
- STAAR Reading Results
- STAAR Interim Assessments

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Strategy 1 Details	Reviews			
Strategy 1: Implement the Data-Driven Instruction (DDI) process with fidelity through weekly Professional Learning Communities (PLCs), lesson internalization, TEKS unpacking, common formative assessment analysis, student work protocols, and targeted reteach planning. The Opportunity Culture team, including Multi-Classroom Leaders (MCLs), Master Team Reach Teachers (MTRTs), Reading and Math Specialists, and campus administrators, will provide coaching, co-teaching, lesson modeling, observation, and timely feedback to ensure consistent implementation of rigorous Tier I instruction aligned to district curriculum resources and the cognitive rigor of STAAR. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Reading. Increased teacher instructional capacity through coaching, collaborative planning, and continuous feedback. Staff Responsible for Monitoring: Principal Assistant Principal Multi-Classroom Leaders (MCLs) Master Team Reach Teachers (MTRTs) Reading Specialist 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 Achievement 1 Funding Sources: Opportunity Culture stipends - Title One School- Improvement - \$87,000	Formative			Summative
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				691

Strategy 2 Details	Reviews			
Strategy 2: Classroom teachers and instructional specialists will provide systematic, data-driven intervention and acceleration for students identified as At-Risk students through a daily campus-wide MTSS intervention block. Instruction will be based on Checkpoints, i-Ready, Interim Assessments, classroom formative assessments, and student work analysis. Students will receive targeted small-group instruction utilizing district-approved resources, including HMH Into Reading, i-Ready Personalized Instruction, Read 180, guided reading, and teacher-created interventions aligned to the TEKS. Intervention groups will be monitored and adjusted regularly through the Data-Driven Instruction (DDI) process and weekly PLCs to ensure students receive timely support and acceleration. Strategy's Expected Result/Impact: Students will demonstrate accelerated growth in foundational literacy skills and grade-level reading comprehension. Students identified as At-Risk will close learning gaps through targeted intervention and timely instructional adjustments. Increased percentages of students will meet or exceed grade-level expectations on Checkpoints, Interim Assessments, i-Ready Diagnostics, and the STAAR Reading assessment. Student growth will improve across all subpopulations, including Emergent Bilingual, Special Education, and At-Risk students. The percentage of students achieving the Meets and Masters Grade Level standards in Reading will increase. Staff Responsible for Monitoring: Principal Assistant Principal Multi-Classroom Leaders (MCLs) Master Team Reach Teachers (MTRTs) Reading Specialist Dyslexia Teacher Classroom Teachers Special Education Teacher 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
	Oct	Jan	Mar	May
				692

Strategy 3 Details	Reviews			
Strategy 3: Teachers will use student data folders to monitor i-Ready Reading and Reading Checkpoint performance. Students will track progress and set individual goals, with teacher-student data conferences conducted at least twice per grading period to monitor growth and adjust goals. Strategy's Expected Result/Impact: Increased student ownership of learning and improved reading achievement through consistent progress monitoring, goal setting, awareness of strengths and weaknesses, and timely instructional adjustments based on student data. Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Reading Specialist 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				693
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Although Goliad demonstrated growth in several grade levels and subjects, student performance at the Meets and Masters Grade Level standards remains below the state average across Reading, Mathematics, and Science. The greatest needs continue to be increasing the percentage of students achieving Meets and Masters performance levels, particularly in Grades 3 and 4 and in Mathematics and Science. Root Cause: A significant percentage of students enter classrooms with unfinished learning and varying levels of academic readiness. The campus must strengthen its systems for providing consistent Tier I instruction, targeted acceleration, and differentiated support to ensure all students master grade-level standards.

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 2027, the percentage of 3rd - 5th students achieving the Meets Grade Level standard on the STAAR Mathematics assessment will increase from 27% to 32%, and the percentage of students achieving the Masters Grade Level standard will increase from 10% to 15% through the implementation of rigorous Tier I instruction, the ECISD Math Framework, data-driven instructional planning, targeted intervention, and the Opportunity Culture coaching model.

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 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: District Checkpoint Assessments

STAAR Interim Assessments

STAAR Mathematics Results

i-Ready Mathematics Diagnostic (BOY, MOY, EOY)

i-Ready Growth Reports

Strategy 1 Details	Reviews			
Strategy 1: Implement the Data-Driven Instruction (DDI) process with fidelity through weekly Professional Learning Communities (PLCs), lesson internalization, TEKS unpacking, common formative assessment analysis, student work protocols, and targeted reteach planning. The Opportunity Culture team, including Multi-Classroom Leaders (MCLs), Master Team Reach Teachers (MTRTs), Reading and Math Specialists, and campus administrators, will provide coaching, co-teaching, lesson modeling, observation, and timely feedback to ensure consistent implementation of rigorous Tier I instruction aligned to district curriculum resources and the cognitive rigor of STAAR. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Reading. Increased teacher instructional capacity through coaching, collaborative planning, and continuous feedback. Staff Responsible for Monitoring: Principal Assistant Principal Multi-Classroom Leaders (MCLs) Master Team Reach Teachers (MTRTs) Math Specialist 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 Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				695

Strategy 2 Details	Reviews			
Strategy 2: K-5 teachers will provide targeted mathematics intervention during the designated MTSS/intervention block for Hispanic and White subpopulations based on i-Ready, Checkpoint, Interim, and formative assessment data. Students will receive differentiated small-group instruction and district-approved research-based interventions aligned to the ECISD Math Framework. Strategy's Expected Result/Impact: Students identified as At-Risk and below grade level will demonstrate accelerated growth and increased mastery of prerequisite and grade-level TEKS, reducing achievement gaps. Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Math Specialist Special Education Teacher 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				696

Strategy 3 Details		Reviews			
Strategy 3: Teachers will use student data folders to monitor i-Ready Math and Math Checkpoint performance. Students will track progress and set individual goals, with teacher-student data conferences conducted at least twice per grading period to monitor growth and adjust goals. Strategy's Expected Result/Impact: Increased student ownership of learning and improved reading achievement through consistent progress monitoring, goal setting, awareness of strengths and weaknesses, and timely instructional adjustments based on student data. Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Math Specialist 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 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1		Formative			Summative
		Oct	Jan	Mar	May
					697
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Although Goliad demonstrated growth in several grade levels and subjects, student performance at the Meets and Masters Grade Level standards remains below the state average across Reading, Mathematics, and Science. The greatest needs continue to be increasing the percentage of students achieving Meets and Masters performance levels, particularly in Grades 3 and 4 and in Mathematics and Science. Root Cause: A significant percentage of students enter classrooms with unfinished learning and varying levels of academic readiness. The campus must strengthen its systems for providing consistent Tier I instruction, targeted acceleration, and differentiated support to ensure all students master grade-level standards.
Curriculum, Instruction, and Assessment
Problem Statement 1: 2026 STAAR results indicate that student performance at the Meets and Masters Grade Level standards remains below the state average, demonstrating a need for greater consistency in the implementation of the district curriculum, rigorous Tier I instruction, formative assessment practices, and data-driven instructional planning. Root Cause: Although district curriculum resources and instructional frameworks are available, implementation of rigorous, standards-aligned instruction and timely instructional adjustments based on formative and summative assessment data is not yet consistent across all classrooms. As a result, students do not consistently receive the level of rigor and targeted acceleration needed to achieve Meets & Masters

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 2027, the percentage of Grade 5 students achieving Meets Grade Level or above on STAAR Science will increase from 11% to at least 16%

Evaluation Data Sources: District Checkpoint Assessments
STAAR Interim Assessments
STAAR Science Results
TEKS Ready Assessments

Strategy 1 Details	Reviews			
Strategy 1: Implement the Data-Driven Instruction (DDI) process with fidelity through weekly Professional Learning Communities (PLCs), lesson internalization, TEKS unpacking, common formative assessment analysis, student work protocols, and targeted reteach planning. The Opportunity Culture team, including Multi-Classroom Leaders (MCLs), Master Team Reach Teachers (MTRTs), Reading and Math Specialists, and campus administrators, will provide coaching, co-teaching, lesson modeling, observation, and timely feedback to ensure consistent implementation of rigorous Tier I instruction aligned to district curriculum resources and the cognitive rigor of STAAR. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Reading. Increased teacher instructional capacity through coaching, collaborative planning, and continuous feedback. Staff Responsible for Monitoring: Principal Assistant Principal Multi-Classroom Leaders (MCLs) Master Team Reach Teachers (MTRTs) Math and Reading Specialist Science Teacher 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: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				698

Strategy 2 Details	Reviews			
Strategy 2: Campus leadership and instructional support staff will strengthen K-5 Tier I science instruction through TEKS-aligned lesson internalization, hands-on learning, academic vocabulary, student discourse, and frequent opportunities for students to apply content through rigorous, STAAR-aligned tasks. Strategy's Expected Result/Impact: Increased student mastery of science TEKS, academic vocabulary, conceptual understanding, and application of scientific reasoning, resulting in increased performance on formative assessments, Checkpoints, Interim Assessments, and STAAR Science. Staff Responsible for Monitoring: Principal Assistant Principal Science Teachers MCLs MTRTs 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
	Oct	Jan	Mar	May
				699

Strategy 3 Details		Reviews			
Strategy 3: Teachers will use student data folders to monitor TEKS Ready assessment and Science Checkpoint performance. Students will track progress and set individual goals, with teacher-student data conferences conducted at least twice per grading period to monitor growth and adjust goals. Strategy's Expected Result/Impact: Increased student ownership of learning and improved science achievement through consistent progress monitoring, goal setting, awareness of strengths and weaknesses, and timely instructional adjustments based on student data. Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Classroom Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					700

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: 2026 STAAR results indicate that student performance at the Meets and Masters Grade Level standards remains below the state average, demonstrating a need for greater consistency in the implementation of the district curriculum, rigorous Tier I instruction, formative assessment practices, and data-driven instructional planning. Root Cause: Although district curriculum resources and instructional frameworks are available, implementation of rigorous, standards-aligned instruction and timely instructional adjustments based on formative and summative assessment data is not yet consistent across all classrooms. As a result, students do not consistently receive the level of rigor and targeted acceleration needed to achieve Meets & Masters

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 I-Ready reading goal 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%, 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: i-Ready Reading BOY, MOY, and EOY Diagnostic results

i-Ready Typical Growth and Stretch Growth reports

i-Ready Personalized Instruction reports

District Reading Checkpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: K-3 teachers will utilize i-Ready diagnostic and progress-monitoring data during PLCs to identify skill gaps, plan differentiated small-group instruction, and provide targeted reading intervention aligned to individual student needs. Strategy's Expected Result/Impact: Increased student growth in foundational literacy and comprehension skills, resulting in a higher percentage of K-3 students meeting or exceeding their i-Ready Reading growth goals. Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Reading Specialist K-3 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1				701

Strategy 2 Details		Reviews			
Strategy 2: Implement the Data-Driven Instruction (DDI) process with fidelity through weekly Professional Learning Communities (PLCs), lesson internalization, TEKS unpacking, common formative assessment analysis, student work protocols, and targeted reteach planning. The Opportunity Culture team, including Multi-Classroom Leaders (MCLs), Master Team Reach Teachers (MTRTs), Reading and Math Specialists, and campus administrators, will provide coaching, co-teaching, lesson modeling, observation, and timely feedback to ensure consistent implementation of rigorous Tier I instruction aligned to district curriculum resources and the cognitive rigor of STAAR. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Reading. Increased percentage of students meeting their Reading goal in i-Ready Increased teacher instructional capacity through coaching, collaborative planning, and continuous feedback. Staff Responsible for Monitoring: Principal Assistant Principal Multi-Classroom Leaders (MCLs) Master Team Reach Teachers (MTRTs) Reading Specialist 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: - Title One School-wide - \$1,000		Formative			Summative
		Oct	Jan	Mar	May
					702

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Goliad Elementary serves a high-needs student population, with 90% of students identified as economically disadvantaged, 37% identified as Emergent Bilingual, 15% receiving Special Education services, and 70% identified as At-Risk. These demographics require additional academic, behavioral, and social-emotional supports to ensure equitable access to learning and student success. Root Cause: The campus serves a large population of students with diverse academic, linguistic, and socioeconomic needs, requiring additional instructional resources, intervention systems, family engagement, and wraparound services to remove barriers to learning.

Curriculum, Instruction, and Assessment

Problem Statement 1: 2026 STAAR results indicate that student performance at the Meets and Masters Grade Level standards remains below the state average, demonstrating a need for greater consistency in the implementation of the district curriculum, rigorous Tier I instruction, formative assessment practices, and data-driven instructional planning.

Root Cause: Although district curriculum resources and instructional frameworks are available, implementation of rigorous, standards-aligned instruction and timely instructional adjustments based on formative and summative assessment data is not yet consistent across all classrooms. As a result, students do not consistently receive the level of rigor and targeted acceleration needed to achieve Meets & Masters

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 2027, the % of 3rd grade students performing at the MEETS level on their Reading STAAR assessment will increase from 13% to 18%.

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: Grade 3 STAAR Reading
STAAR Interim Assessments
District Reading Checkpoints;
i-Ready Reading BOY, MOY, and EOY Diagnostics
TELPAS data for Emergent Bilingual students.

Strategy 1 Details	Reviews			
Strategy 1: K-5 teachers will implement a daily reading intervention and enrichment block using flexible, data-driven student groupings and targeted, evidence-based instruction to address identified skill gaps and provide acceleration and enrichment for students demonstrating grade-level mastery. Strategy's Expected Result/Impact: Student needs will be identified earlier, leading to earlier intervention and closing gaps through timely, targeted acceleration and enrichment based on individual student needs. Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Reading Specialist K-3 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				704

Strategy 2 Details		Reviews			
Strategy 2: Implement the Data-Driven Instruction (DDI) process with fidelity through weekly Professional Learning Communities (PLCs), lesson internalization, TEKS unpacking, common formative assessment analysis, student work protocols, and targeted reteach planning. The Opportunity Culture team, including Multi-Classroom Leaders (MCLs), Master Team Reach Teachers (MTRTs), Reading and Math Specialists, and campus administrators, will provide coaching, co-teaching, lesson modeling, observation, and timely feedback to ensure consistent implementation of rigorous Tier I instruction aligned to district curriculum resources and the cognitive rigor of STAAR. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Reading. Increased teacher instructional capacity through coaching, collaborative planning, and continuous feedback. Staff Responsible for Monitoring: Principal Assistant Principal Multi-Classroom Leaders (MCLs) Master Team Reach Teachers (MTRTs) Reading Specialist 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: Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
					705

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Although Goliad demonstrated growth in several grade levels and subjects, student performance at the Meets and Masters Grade Level standards remains below the state average across Reading, Mathematics, and Science. The greatest needs continue to be increasing the percentage of students achieving Meets and Masters performance levels, particularly in Grades 3 and 4 and in Mathematics and Science. Root Cause: A significant percentage of students enter classrooms with unfinished learning and varying levels of academic readiness. The campus must strengthen its systems for providing consistent Tier I instruction, targeted acceleration, and differentiated support to ensure all students master grade-level standards.

Curriculum, Instruction, and Assessment

Problem Statement 1: 2026 STAAR results indicate that student performance at the Meets and Masters Grade Level standards remains below the state average, demonstrating a need for greater consistency in the implementation of the district curriculum, rigorous Tier I instruction, formative assessment practices, and data-driven instructional planning.

Root Cause: Although district curriculum resources and instructional frameworks are available, implementation of rigorous, standards-aligned instruction and timely instructional adjustments based on formative and summative assessment data is not yet consistent across all classrooms. As a result, students do not consistently receive the level of rigor and targeted acceleration needed to achieve Meets & Masters

706

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 May 2027. School Connectedness Student Panorama data will increase from 73% to 78%.

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 results

Strategy 1 Details	Reviews			
Strategy 1: K-5 teachers will implement the iLead SEL curriculum weekly to strengthen positive relationships, self-management, responsible decision-making, and skills that support college, career, and military readiness. Strategy's Expected Result/Impact: Students will demonstrate increased social-emotional competencies, positive relationships, responsible decision-making, and behaviors that support academic success and future CCMR readiness. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Classroom Teachers Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
				707

Strategy 2 Details		Reviews			
Strategy 2: The counselor will provide monthly 45-minute character education lessons to K-5 students focused on developing responsibility, perseverance, communication, collaboration, decision-making, and other skills that support academic success and future college, career, and military readiness. Strategy's Expected Result/Impact: Students will demonstrate improved character, responsible decision-making, positive relationships, and behaviors that support academic engagement and future readiness. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Family and Community Engagement 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

708

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Goliad Elementary serves a high-needs student population, with 90% of students identified as economically disadvantaged, 37% identified as Emergent Bilingual, 15% receiving Special Education services, and 70% identified as At-Risk. These demographics require additional academic, behavioral, and social-emotional supports to ensure equitable access to learning and student success. Root Cause: The campus serves a large population of students with diverse academic, linguistic, and socioeconomic needs, requiring additional instructional resources, intervention systems, family engagement, and wraparound services to remove barriers to learning.
School Culture and Climate
Problem Statement 1: Although Panorama survey results indicate improvements in students' Connectedness (73%) and Sense of Belonging (63%), the overall School Climate score remains at 56%, suggesting that students do not consistently experience a positive and engaging school environment across all classrooms and settings. Root Cause: Schoolwide systems that promote positive relationships, student engagement, and consistent implementation of social-emotional learning and behavior expectations vary across classrooms, resulting in inconsistent student experiences.
Family and Community Engagement
Problem Statement 1: The campus continues to experience low family attendance at academic nights and other school-related events. This limited engagement affects the development of strong school-home partnerships that are essential for improving student academic outcomes and strengthening campus culture. Root Cause: With 89.6% of the student population identified as economically disadvantaged, socioeconomic factors may contribute to this challenge. Many families from low-income households work multiple jobs or have inflexible schedules, making it difficult to attend events scheduled during traditional evening hours.

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 May of 2027, School Connectedness Panorama not-favorable responses will decrease from 9% to 4%.

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 and staff will implement intentional relationship-building practices, including daily greetings, morning meetings, student check-ins, and positive recognition, to ensure students feel known, valued, and connected to the school community. Strategy's Expected Result/Impact: Increased student sense of belonging and positive relationships with adults and peers, resulting in a decrease in not-favorable School Connectedness responses from 9% to 4%. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Classroom Teachers Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
				709

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 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 Assistant Principal Counselor House leaders Title I: 2.53 - 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				
 No Progress  Accomplished  Continue/Modify  Discontinue 710				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Goliad Elementary serves a high-needs student population, with 90% of students identified as economically disadvantaged, 37% identified as Emergent Bilingual, 15% receiving Special Education services, and 70% identified as At-Risk. These demographics require additional academic, behavioral, and social-emotional supports to ensure equitable access to learning and student success. Root Cause: The campus serves a large population of students with diverse academic, linguistic, and socioeconomic needs, requiring additional instructional resources, intervention systems, family engagement, and wraparound services to remove barriers to learning.
School Culture and Climate
Problem Statement 1: Although Panorama survey results indicate improvements in students' Connectedness (73%) and Sense of Belonging (63%), the overall School Climate score remains at 56%, suggesting that students do not consistently experience a positive and engaging school environment across all classrooms and settings. Root Cause: Schoolwide systems that promote positive relationships, student engagement, and consistent implementation of social-emotional learning and behavior expectations vary across classrooms, resulting in inconsistent student experiences.

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: Student daily attendance will increase from 92.8% to 95% by the end of 2026-2027 school year.

Indicators of Success:

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

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Attendance Committee will review attendance data monthly to identify students at risk for chronic absenteeism and implement timely interventions. The committee will collaborate with staff and families to address attendance barriers, document interventions, and monitor individual, grade-level, and campus progress toward the 95% attendance goal. Strategy's Expected Result/Impact: Earlier identification and intervention will reduce chronic absenteeism, strengthen family-school communication, and increase overall student attendance. Staff Responsible for Monitoring: Principal, Assistant Principal Counselor Attendance Committee Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: - Local - \$500	Formative			Summative
	Oct	Jan	Mar	May
				711

Strategy 2 Details	Reviews			
Strategy 2: Implement a schoolwide attendance recognition program that celebrates both excellent and improved attendance. Students, classrooms, and grade levels will be recognized through weekly attendance competitions, nine-week student recognition, certificates, incentives, and celebrations to promote consistent attendance and reinforce the importance of being present and engaged in learning. Strategy's Expected Result/Impact: Consistent recognition, incentives, and family engagement will increase awareness of the importance of daily attendance, motivate improvement, and create a positive schoolwide culture in which students, families, and staff share responsibility for achieving the campus attendance goal. Staff Responsible for Monitoring: Principal, Assistant Principal Counselor CIS Attendance Committee 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
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue 712				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Goliad Elementary serves a high-needs student population, with 90% of students identified as economically disadvantaged, 37% identified as Emergent Bilingual, 15% receiving Special Education services, and 70% identified as At-Risk. These demographics require additional academic, behavioral, and social-emotional supports to ensure equitable access to learning and student success. Root Cause: The campus serves a large population of students with diverse academic, linguistic, and socioeconomic needs, requiring additional instructional resources, intervention systems, family engagement, and wraparound services to remove barriers to learning.
School Culture and Climate
Problem Statement 1: Although Panorama survey results indicate improvements in students' Connectedness (73%) and Sense of Belonging (63%), the overall School Climate score remains at 56%, suggesting that students do not consistently experience a positive and engaging school environment across all classrooms and settings. Root Cause: Schoolwide systems that promote positive relationships, student engagement, and consistent implementation of social-emotional learning and behavior expectations vary across classrooms, resulting in inconsistent student experiences.

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: Exclusionary disciplinary infractions will decrease from 15 to 7 by the end of the 2026-2027 school year

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: Disciplinary referrals

Strategy 1 Details	Reviews			
Strategy 1: K-5 staff will consistently implement the campuswide behavior framework (Emergent Tree) and explicitly teach, model, reinforce, and recognize positive student behaviors aligned with campus expectations: Be Safe, Be Respectful, and Be Responsible. Strategy's Expected Result/Impact: Increased positive student behavior and consistent implementation of behavioral expectations, resulting in fewer office referrals and exclusionary disciplinary consequences. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Classroom Teachers Behavior Systems Team (Emergent tree) Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
				713

Strategy 2 Details		Reviews			
Strategy 2: Campus discipline data will be reviewed regularly to identify trends, students needing additional support, and opportunities for early intervention. Students requiring additional support will receive interventions based on identified needs, including check-in/check-out, behavior goal setting, restorative conversations, counseling/support services, parent conferences, mentoring, and individualized behavior plans when appropriate. Strategy's Expected Result/Impact: A reduction in repeated discipline referrals and exclusionary disciplinary infractions through early identification and targeted behavioral interventions. Students will demonstrate improved behavior, increased school connectedness, and greater time engaged in classroom instruction. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Behavior Systems Team (Emergent tree) Classroom teachers Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Culture and Climate 1 - Family and Community Engagement 1		Formative			Summative
		Oct	Jan	Mar	May
					714
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Goliad Elementary serves a high-needs student population, with 90% of students identified as economically disadvantaged, 37% identified as Emergent Bilingual, 15% receiving Special Education services, and 70% identified as At-Risk. These demographics require additional academic, behavioral, and social-emotional supports to ensure equitable access to learning and student success. Root Cause: The campus serves a large population of students with diverse academic, linguistic, and socioeconomic needs, requiring additional instructional resources, intervention systems, family engagement, and wraparound services to remove barriers to learning.
School Culture and Climate
Problem Statement 1: Although Panorama survey results indicate improvements in students' Connectedness (73%) and Sense of Belonging (63%), the overall School Climate score remains at 56%, suggesting that students do not consistently experience a positive and engaging school environment across all classrooms and settings. Root Cause: Schoolwide systems that promote positive relationships, student engagement, and consistent implementation of social-emotional learning and behavior expectations vary across classrooms, resulting in inconsistent student experiences.

Family and Community Engagement

Problem Statement 1: The campus continues to experience low family attendance at academic nights and other school-related events. This limited engagement affects the development of strong school-home partnerships that are essential for improving student academic outcomes and strengthening campus culture. **Root Cause:** With 89.6% of the student population identified as economically disadvantaged, socioeconomic factors may contribute to this challenge. Many families from low-income households work multiple jobs or have inflexible schedules, making it difficult to attend events scheduled during traditional evening hours.

715

Board Goal 4: Classroom Excellence

Performance Objective 1: By May of 2027, 100% of classrooms will implement high-yield instructional strategies, including AVID WICOR-aligned practices - Writing, Inquiry, Collaboration, Organization, and Reading -, across core content areas.

Evaluation Data Sources: Walkthroughs

Lesson plans

Student work samples

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will intentionally incorporate AVID WICOR strategies--Writing, Inquiry, Collaboration, Organization, and Reading--into core content instruction to increase student engagement, academic discourse, critical thinking, and ownership of learning. Strategy's Expected Result/Impact: Increased student engagement and rigor through consistent use of high-yield instructional practices, resulting in improved student mastery of grade-level TEKS. Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Reading Specialist Math Specialist AVID Team Title I: 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 Problem Statements: Curriculum, Instruction, and Assessment 1				716

Strategy 2 Details		Reviews			
Strategy 2: MCLs, MTRTs, specialists, and administrators will support and monitor implementation of high-yield instructional strategies through PLCs, lesson internalization, modeling, co-teaching, walkthroughs, and observation-feedback cycles. Strategy's Expected Result/Impact: 100% of classrooms will demonstrate consistent implementation of high-yield instructional strategies, including WICOR-aligned practices - Writing, Inquiry, Collaboration, Organization, and Reading -, as evidenced by lesson plans, walkthroughs, observations, and student work. Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Reading Specialist Math Specialist Title I: 2.51, 2.52 - 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: School Organization 1		Formative			Summative
		Oct	Jan	Mar	May
					717
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: 2026 STAAR results indicate that student performance at the Meets and Masters Grade Level standards remains below the state average, demonstrating a need for greater consistency in the implementation of the district curriculum, rigorous Tier I instruction, formative assessment practices, and data-driven instructional planning. Root Cause: Although district curriculum resources and instructional frameworks are available, implementation of rigorous, standards-aligned instruction and timely instructional adjustments based on formative and summative assessment data is not yet consistent across all classrooms. As a result, students do not consistently receive the level of rigor and targeted acceleration needed to achieve Meets & Masters
School Organization
Problem Statement 1: Limited staffing capacity impacts the campus's ability to consistently provide targeted interventions, instructional support, and specialized services to meet all identified student needs. Root Cause: The number of personnel available for intervention, specialized services, instructional support, and student support is limited compared to the level and variety of student needs across K-5.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May of 2027, Goliad will maintain teacher retention at 80% or higher.

Evaluation Data Sources: Teacher retention data

Staffing reports

Staff feedback

Panorama survey data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Goliad Leadership will provide ongoing coaching, mentoring, and professional learning through MCLs, MTRTs, specialists, and administrators to strengthen teacher capacity, address individual needs, and provide opportunities for professional growth and leadership. Strategy's Expected Result/Impact: Teachers will report increased instructional confidence, professional support, and opportunities for growth, contributing to improved teacher effectiveness and retention of 80% or higher. Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Reading Specialist Math Specialist. Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Organization 1				718

Strategy 2 Details		Reviews			
Strategy 2: Goliad will strengthen a positive and supportive campus culture through staff recognition, celebrations, team-building opportunities, regular communication, and intentional opportunities for teacher voice and feedback. Strategy's Expected Result/Impact: Increased teacher belonging, engagement, and job satisfaction, resulting in a positive campus culture and teacher retention of 80% or higher. Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.51, 2.52 - 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 Problem Statements: School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

719

School Culture and Climate
Problem Statement 1: Although Panorama survey results indicate improvements in students' Connectedness (73%) and Sense of Belonging (63%), the overall School Climate score remains at 56%, suggesting that students do not consistently experience a positive and engaging school environment across all classrooms and settings. Root Cause: Schoolwide systems that promote positive relationships, student engagement, and consistent implementation of social-emotional learning and behavior expectations vary across classrooms, resulting in inconsistent student experiences.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Goliad Elementary continues to recruit and retain quality educators; however, the campus has teachers with varying levels of certification, experience, and instructional expertise. Continued efforts are needed to recruit, develop, and retain highly effective educators to ensure consistent implementation of high-quality Tier I instruction and improved student achievement. Root Cause: The limited pool of certified teacher candidates, particularly in bilingual and high-need certification areas, combined with the need to develop educators with varying levels of experience, requires the campus to strengthen recruitment, onboarding, mentoring, instructional coaching, and retention systems to maintain a highly effective workforce.
School Organization
Problem Statement 1: Limited staffing capacity impacts the campus's ability to consistently provide targeted interventions, instructional support, and specialized services to meet all identified student needs. Root Cause: The number of personnel available for intervention, specialized services, instructional support, and student support is limited compared to the level and variety of student needs across K-5.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, 90% of grade-level PLCs will demonstrate consistent implementation of the ECISD PLC and Data-Driven Instruction (DDI) processes, including lesson internalization, analysis of student work and assessment data, identification of learning gaps, and development of targeted reteach and enrichment plans, as measured by PLC documentation and administrative monitoring.

Evaluation Data Sources: PLC agendas and documentation
DDI planning documents
Student work samples
Checkpoint and formative assessment data
Lesson plans
Walkthroughs

Strategy 1 Details		Reviews			
Strategy 1: Goliad will conduct weekly grade-level PLCs focused on lesson internalization, TEKS alignment, student work analysis, formative and summative assessment data, and targeted reteach and enrichment planning. MCLs, MTRTs, specialists, and administrators will provide instructional support and monitor implementation of PLC action steps. Strategy's Expected Result/Impact: Teachers will consistently use collaborative planning and student data to make instructional decisions, resulting in stronger Tier I instruction, timely reteach and enrichment, and increased student mastery of grade-level TEKS. Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Reading Specialist Math Specialist 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 Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	May
					720

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Although Goliad demonstrated growth in several grade levels and subjects, student performance at the Meets and Masters Grade Level standards remains below the state average across Reading, Mathematics, and Science. The greatest needs continue to be increasing the percentage of students achieving Meets and Masters performance levels, particularly in Grades 3 and 4 and in Mathematics and Science. Root Cause: A significant percentage of students enter classrooms with unfinished learning and varying levels of academic readiness. The campus must strengthen its systems for providing consistent Tier I instruction, targeted acceleration, and differentiated support to ensure all students master grade-level standards.
Curriculum, Instruction, and Assessment
Problem Statement 1: 2026 STAAR results indicate that student performance at the Meets and Masters Grade Level standards remains below the state average, demonstrating a need for greater consistency in the implementation of the district curriculum, rigorous Tier I instruction, formative assessment practices, and data-driven instructional planning. Root Cause: Although district curriculum resources and instructional frameworks are available, implementation of rigorous, standards-aligned instruction and timely instructional adjustments based on formative and summative assessment data is not yet consistent across all classrooms. As a result, students do not consistently receive the level of rigor and targeted acceleration needed to achieve Meets & Masters
School Organization
Problem Statement 1: Limited staffing capacity impacts the campus's ability to consistently provide targeted interventions, instructional support, and specialized services to meet all identified student needs. Root Cause: The number of personnel available for intervention, specialized services, instructional support, and student support is limited compared to the level and variety of student needs across K-5.

Board Goal 4: Classroom Excellence

Performance Objective 4: By May 2027, 100% of K-5 students will have regular opportunities to participate in moderate-to-vigorous physical activity through scheduled physical education, daily recess, and campus wellness activities, with participation and available fitness data reviewed at least twice annually to support student wellness, attendance, and readiness to learn.

Evaluation Data Sources: PE participation records
3-5 FitnessGram assessment data
Campus wellness documentation
Master Schedule

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Goliad will provide students with regularly scheduled physical education and daily recess to promote moderate-to-vigorous physical activity, physical fitness, healthy habits, and readiness to learn. Strategy's Expected Result/Impact: Students will participate in daily physical activity and develop healthy habits that support physical wellness, engagement, attendance, and academic readiness. Staff Responsible for Monitoring: Principal Assistant Principal PE Teacher PE aide Classroom Teachers Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1				722

Strategy 2 Details	Reviews			
Strategy 2: Campus leadership and the PE teacher will review available student fitness, attendance, participation, and wellness data to identify needs and plan activities and health-education opportunities that promote physical activity and healthy choices. Strategy's Expected Result/Impact: Campus wellness decisions will be informed by student fitness, participation, and attendance data, increasing student awareness of healthy behaviors and providing consistent opportunities for physical activity. Staff Responsible for Monitoring: Principal Assistant Principal PE Teacher PE aide Classroom Teachers Counselor	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Campus leadership and the PE teacher will review available student fitness, attendance, participation, and wellness data to identify needs and plan activities and health-education opportunities that promote physical activity and healthy choices. Strategy's Expected Result/Impact: Campus wellness decisions will be informed by student fitness, participation, and attendance data, increasing student awareness of healthy behaviors and providing consistent opportunities for physical activity. Staff Responsible for Monitoring: Principal Assistant Principal PE Teacher PE aide Classroom Teachers Counselor	Formative			Summative
	Oct	Jan	Mar	May
				723
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Goliad Elementary serves a high-needs student population, with 90% of students identified as economically disadvantaged, 37% identified as Emergent Bilingual, 15% receiving Special Education services, and 70% identified as At-Risk. These demographics require additional academic, behavioral, and social-emotional supports to ensure equitable access to learning and student success. Root Cause: The campus serves a large population of students with diverse academic, linguistic, and socioeconomic needs, requiring additional instructional resources, intervention systems, family engagement, and wraparound services to remove barriers to learning.

Student Achievement

Problem Statement 1: Although Goliad demonstrated growth in several grade levels and subjects, student performance at the Meets and Masters Grade Level standards remains below the state average across Reading, Mathematics, and Science. The greatest needs continue to be increasing the percentage of students achieving Meets and Masters performance levels, particularly in Grades 3 and 4 and in Mathematics and Science. **Root Cause:** A significant percentage of students enter classrooms with unfinished learning and varying levels of academic readiness. The campus must strengthen its systems for providing consistent Tier I instruction, targeted acceleration, and differentiated support to ensure all students master grade-level standards.

School Culture and Climate

Problem Statement 1: Although Panorama survey results indicate improvements in students' Connectedness (73%) and Sense of Belonging (63%), the overall School Climate score remains at 56%, suggesting that students do not consistently experience a positive and engaging school environment across all classrooms and settings. **Root Cause:** Schoolwide systems that promote positive relationships, student engagement, and consistent implementation of social-emotional learning and behavior expectations vary across classrooms, resulting in inconsistent student experiences.

Board Goal 5: Culture of Excellence

Performance Objective 1: School Climate Panorama Data will increase from 56% to 61%.

Evaluation Data Sources: 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 Principal Assistant Principal 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
				725

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 Principal Assistant Principal Title I: 2.53 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Goliad will implement a campuswide digital citizenship and device-care system that explicitly teaches students expectations for responsible use and care of Chromebooks and iPads. Teachers and staff will reinforce digital citizenship and device-care expectations, document intentional or repeated damage, communicate concerns with families, and monitor students with repeated incidents. Strategy's Expected Result/Impact: Students will demonstrate greater responsibility for school-issued technology, resulting in fewer incidents of intentional device damage, less instructional time lost to damaged devices, and increased access to technology for instruction. Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers ESF Levers: Lever 3: Positive School Culture Problem Statements: Technology 1	Formative			Summative
	Oct	Jan	Mar	May
				726
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: Although Panorama survey results indicate improvements in students' Connectedness (73%) and Sense of Belonging (63%), the overall School Climate score remains at 56%, suggesting that students do not consistently experience a positive and engaging school environment across all classrooms and settings. **Root Cause:** Schoolwide systems that promote positive relationships, student engagement, and consistent implementation of social-emotional learning and behavior expectations vary across classrooms, resulting in inconsistent student experiences.

Technology

Problem Statement 1: Intentional damage to Chromebooks by some students has become a recurring issue, resulting in lost instructional time, increased repair costs, and reduced access to essential learning tools across the campus. **Root Cause:** A lack of consistent accountability at home, including limited parental involvement in reinforcing consequences for destructive behavior, combined with inconsistent implementation of campuswide expectations, student instruction, documentation, and accountability procedures for responsible device care, contributes to incidents of intentional damage to school-issued Chromebooks.

Board Goal 5: Culture of Excellence

Performance Objective 2: Students' Sense of Belonging Panorama Data will increase from 63% to 68%.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement consistent relationship-building practices, including morning meetings, student check-ins, positive recognition, and opportunities for student voice to strengthen students' sense of connection and belonging. Strategy's Expected Result/Impact: Students will report stronger relationships with adults and peers and an increased sense of being valued, supported, and connected to the Goliad school community. Staff Responsible for Monitoring: Teachers Principal Assistant Principal Counselor Title I: 2.53 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
Strategy 2: Student Recognition Programs (Student of the Month, Most Improved, Character Trait Awards). 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: Principal Assistant Principal Counselor Title I: 2.53 - 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
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

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Demographics
Problem Statement 1: Goliad Elementary serves a high-needs student population, with 90% of students identified as economically disadvantaged, 37% identified as Emergent Bilingual, 15% receiving Special Education services, and 70% identified as At-Risk. These demographics require additional academic, behavioral, and social-emotional supports to ensure equitable access to learning and student success. Root Cause: The campus serves a large population of students with diverse academic, linguistic, and socioeconomic needs, requiring additional instructional resources, intervention systems, family engagement, and wraparound services to remove barriers to learning.
School Culture and Climate
Problem Statement 1: Although Panorama survey results indicate improvements in students' Connectedness (73%) and Sense of Belonging (63%), the overall School Climate score remains at 56%, suggesting that students do not consistently experience a positive and engaging school environment across all classrooms and settings. Root Cause: Schoolwide systems that promote positive relationships, student engagement, and consistent implementation of social-emotional learning and behavior expectations vary across classrooms, resulting in inconsistent student experiences.

Board Goal 5: Culture of Excellence

Performance Objective 3: Goliad will offer multiple opportunities for parents to be involved in students' learning. Students will maintain data folders that track academic progress and goals, which will be intentionally used during teacher-parent conferences to support data-informed discussions and ensure parents clearly understand their child's performance, growth, and next steps.

Evaluation Data Sources: Parent sign-in sheets
Panorama survey
Data folders

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: Principal Assistant Principal Reading and Math Specialist Counselor CIS ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1 Funding Sources: - Title One School-wide - \$1,000	Formative			Summative
	Oct	Jan	Mar	May
				730
Strategy 2 Details	Reviews			
Strategy 2: Parents will be invited to a math night to learn strategies to support their students at home Strategy's Expected Result/Impact: Parent involvement Student Engagement Staff Responsible for Monitoring: Principal Assistant Principal Math Specialist Counselor CIS ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1 Funding Sources: - Title One School-wide - \$1,000	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Family and Community Engagement

Problem Statement 1: The campus continues to experience low family attendance at academic nights and other school-related events. This limited engagement affects the development of strong school-home partnerships that are essential for improving student academic outcomes and strengthening campus culture. **Root Cause:** With 89.6% of the student population identified as economically disadvantaged, socioeconomic factors may contribute to this challenge. Many families from low-income households work multiple jobs or have inflexible schedules, making it difficult to attend events scheduled during traditional evening hours.

731

Ector County Independent School District

Gonzales Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



732

Mission Statement

At Gonzales Elementary, we ignite curiosity and inspire a lifelong love of learning. In our caring school family, every child is known by name, valued for who they are, and supported to grow into confident, kind, and respectful individuals ready to make a difference.

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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 2027, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 37% to 40%.

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%

Evaluation Data Sources: STAAR Interim, Checkpoint Data, iReady Diagnostics, STAAR Summative

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 - 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 Achievement 1	Formative			Summative
	Oct	Jan	Mar	May ⁷³⁵

Strategy 2 Details	Reviews			
Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring, focused reteach, Do the Math, 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: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will create student data folders to ensure students track monthly iReady Math progress and Math Checkpoint data. Teachers will conference with students to discuss data folders, track iReady lesson progress, and provide new goals a minimum of twice 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 Problem Statements: Student Achievement 1, 2	Formative			Summative
	Oct	Jan	Mar	May
				736
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: In 25-26, only 37% of 3rd-5th grade students were on grade level in Math according to STAAR. Root Cause: Lack of instructional support through planning or feedback/coaching paired with a lack of purposeful intervention/reteach.

Student Achievement
Problem Statement 2: In 25-26, only 51% of students (K-5th) met their typical iReady growth for RLA and only 60% met typical growth for iReady Math (3rd-5th). Root Cause: A lack of intentional, purposeful tracking of lessons passed, with emphasis instead placed on minutes logged.

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 2027, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 40% to 45%.

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: STAAR Interim, Checkpoint Data, iReady Diagnostics, STAAR Summative

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 - 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 Achievement 2 Funding Sources: MCL (2) - Title One School-wide - \$30,000				738

Strategy 2 Details	Reviews			
Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring, focused reteach, LLI, 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: Student Achievement 1, 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will create student data folders to ensure students track monthly iReady RLA progress and RLA Checkpoint data. Teachers will conference with students to discuss data folders, track iReady lesson progress, and provide new goals a minimum of twice 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 Problem Statements: Student Achievement 1, 2	Formative			Summative
	Oct	Jan	Mar	May
				739
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: In 25-26, only 37% of 3rd-5th grade students were on grade level in Math according to STAAR. Root Cause: Lack of instructional support through planning or feedback/coaching paired with a lack of purposeful intervention/reteach.

Student Achievement

Problem Statement 2: In 25-26, only 51% of students (K-5th) met their typical iReady growth for RLA and only 60% met typical growth for iReady Math (3rd-5th). Root Cause: A lack of intentional, purposeful tracking of lessons passed, with emphasis instead placed on minutes logged.

740

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 2027, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 27% to 35%.

Indicators of Success:

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

Evaluation Data Sources: Checkpoint Data, STAAR Summative

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 - 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
				741
Strategy 2 Details	Reviews			
Strategy 2: Teachers will create student data folders to ensure students track monthly iReady progress and Checkpoint data. Teachers will conference with students to discuss data folders, track iReady lesson progress, and provide new goals a minimum of twice 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

742

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 of 2027, the % of students performing at the MEETS level on 3rd grade Reading STAAR will increase from 28% to 35%

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 Interim, Checkpoint Data, iReady Diagnostics, STAAR Summative

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 - 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 Achievement 2	Formative			Summative
	Oct	Jan	Mar	May
				743

Strategy 2 Details	Reviews			
Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring, focused reteach, LLI, 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: Student Achievement 2 Funding Sources: Reach Associates - Title One School-wide - \$66,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will create student data folders to ensure students track monthly iReady RLA progress and RLA Checkpoint data. Teachers will conference with students to discuss data folders, track iReady lesson progress, and provide new goals a minimum of twice 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 Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May
				744
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: In 25-26, only 51% of students (K-5th) met their typical iReady growth for RLA and only 60% met typical growth for iReady Math (3rd-5th). Root Cause: A lack of intentional, purposeful tracking of lessons passed, with emphasis instead placed on minutes logged.

745

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 Kinder-3rd grade students meeting their iReady stretch growth will increase 10% for each grade level: 22% for Kindergarten, 40% for 1st Grade, 31% for 2nd Grade, and 37% for 3rd Grade.

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: iReady Diagnostics

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 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: Student Achievement 1, 2				746

Strategy 2 Details		Reviews			
Strategy 2: Teachers will create student data folders to ensure students track monthly iReady RLA progress and RLA Checkpoint data. Teachers will conference with students to discuss data folders, track iReady lesson progress, and provide new goals a minimum of twice 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 Tea, 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 2 Problem Statements:

Student Achievement	747
Problem Statement 1: In 25-26, only 37% of 3rd-5th grade students were on grade level in Math according to STAAR. Root Cause: Lack of instructional support through planning or feedback/coaching paired with a lack of purposeful intervention/reteach.	
Problem Statement 2: In 25-26, only 51% of students (K-5th) met their typical iReady growth for RLA and only 60% met typical growth for iReady Math (3rd-5th). Root Cause: A lack of intentional, purposeful tracking of lessons passed, with emphasis instead placed on minutes logged.	

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 Student panorama data will increase from 87% to 90%.

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 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: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				748
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: 2.53 - 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: 2.51, 2.52, 2.53 - 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 sense of belonging will increase from 81% to 85%.

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: 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: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				750
Strategy 2 Details	Reviews			
Strategy 2: Staff will initiate and document at least two positive parent/guardian contacts weekly, through a phone call, written note, or message home. Strategy's Expected Result/Impact: When staff proactively share good news with families every week, it builds trust, strengthens attendance and behavior, and creates a culture where parents feel like partners rather than just recipients of bad news. Staff Responsible for Monitoring: All Staff Title I: 2.53 - 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: Student daily attendance will increase from 93.9% 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 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May
				751
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 - TEA Priorities: Improve low-performing schools - 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 3 Problem Statements:

Demographics

Problem Statement 1: In 25-26, student attendance was at 93.9% across K-5th. **Root Cause:** Inconsistent enforcement and follow-through in prior years contributed to parent perceptions that minimize the urgency of regular attendance.

752

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: Exclusionary disciplinary infractions will decrease from 18% to 16%.

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: Implementation of Emergent Tree Tier 1 across all campus classrooms during the 26-27 school year including Skill Building, Reach and Respond, and Feedback Boards. Strategy's Expected Result/Impact: Increase staff/student comprehension of expectations, acknowledgement of rules and increased consistency in all areas of campus. Staff Responsible for Monitoring: All staff Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				753
Strategy 2 Details	Reviews			
Strategy 2: Begin implementation of Emergent Tree Tier 2 Interventions across pilot team. Strategy's Expected Result/Impact: Shared understanding of instructional approach to behavior and organized behavioral practices. Staff Responsible for Monitoring: All staff and Tier 2 team Title I: 2.53 - 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 2027, 100% of classroom teachers will complete campus or district blended-learning professional development, and at least 85% will demonstrate consistent implementation of blended-learning strategies during classroom walkthroughs.

Evaluation Data Sources: Walkthrough data and evidence of instructional growth

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be trained a minimum of 2x each semester on blended learning practices. Strategy's Expected Result/Impact: Strengthen campus understanding and implementation of blended learning. Staff Responsible for Monitoring: Administration and Blended Learning 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: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
				754
Strategy 2 Details	Reviews			
Strategy 2: Core teachers will use i-Ready, district digital resources, and classroom assessment data to create purposeful blended-learning experiences that provide intervention, grade-level practice, enrichment, student choice, and opportunities for teacher-led small-group instruction. Strategy's Expected Result/Impact: Increase student outcomes and ownership. Increase in purposeful planning and differentiation as evidenced during walkthroughs and planning. Staff Responsible for Monitoring: Administration and Blended Learning 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: Student Achievement 1, 2 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: In 25-26, only 37% of 3rd-5th grade students were on grade level in Math according to STAAR. Root Cause: Lack of instructional support through planning or feedback/coaching paired with a lack of purposeful intervention/reteach. Problem Statement 2: In 25-26, only 51% of students (K-5th) met their typical iReady growth for RLA and only 60% met typical growth for iReady Math (3rd-5th). Root Cause: A lack of intentional, purposeful tracking of lessons passed, with emphasis instead placed on minutes logged.
School Culture and Climate
Problem Statement 1: Faculty Growth Mindset is the lowest-scoring indicator on the 25-26 Instructional Staff Climate Survey, with only 67% of instructional staff responding favorably. Root Cause: Staff feel supported and confident in their current teaching, but professional learning and feedback conversations don't consistently push them to keep growing and changing their practice.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, the percentage of classrooms consistently implementing AVID WICOR and structured student discourse will increase from not measured to 90%.

Evaluation Data Sources: Classroom walkthroughs and observations, AVID evidence

Strategy 1 Details	Reviews			
Strategy 1: Campus leadership will provide ongoing professional development on AVID strategies (WICOR) and structured discourse protocols (Socratic seminar, Costa's levels of questioning, collaborative structures) during PLCs to build teacher capacity for embedding rigor and discourse into daily instruction. Strategy's Expected Result/Impact: Increased student outcomes Staff Responsible for Monitoring: All staff 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: Student Achievement 1, 2 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
				756
Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in peer observation and grade-level collaboration to share AVID strategies and discourse techniques that are working in their classrooms, building a campus-wide culture of shared practice and continuous refinement of rigor and student engagement. Strategy's Expected Result/Impact: Increased confidence in practice Staff Responsible for Monitoring: Administration 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 3: Positive School Culture, 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 2 Problem Statements:

Student Achievement

Problem Statement 1: In 25-26, only 37% of 3rd-5th grade students were on grade level in Math according to STAAR. **Root Cause:** Lack of instructional support through planning or feedback/coaching paired with a lack of purposeful intervention/reteach.

Problem Statement 2: In 25-26, only 51% of students (K-5th) met their typical iReady growth for RLA and only 60% met typical growth for iReady Math (3rd-5th). **Root Cause:** A lack of intentional, purposeful tracking of lessons passed, with emphasis instead placed on minutes logged.

School Culture and Climate

Problem Statement 1: Faculty Growth Mindset is the lowest-scoring indicator on the 25-26 Instructional Staff Climate Survey, with only 67% of instructional staff responding favorably. **Root Cause:** Staff feel supported and confident in their current teaching, but professional learning and feedback conversations don't consistently push them to keep growing and changing their practice.

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Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, 100% of priority teachers will participate in documented observation and feedback coaching cycles by an MCL. At least 90% will demonstrate implementation of their identified action steps, as measured through coaching records and walkthrough data.

Evaluation Data Sources: Walkthrough data, Sibme notes

Strategy 1 Details	Reviews			
Strategy 1: By May of 2027, 100% of MCI's will attend a minimum of 3 trainings facilitated by Darryl Williams. Strategy's Expected Result/Impact: Increase in instructional coaching effectiveness leading to an increase in student outcomes. Staff Responsible for Monitoring: Administration and Opportunity Culture staff Title I: 2.51, 2.52 - 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 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Opportunity Culture Program - Title One School-wide - \$56,834	Formative			Summative
	Oct	Jan	Mar	May
				758
Strategy 2 Details	Reviews			
Strategy 2: By May 2027, 100% of staff will attend a minimum of 3 principal communication sessions regarding Opportunity Culture. Strategy's Expected Result/Impact: Increase in awareness and knowledge of Opportunity Culture program. Staff Responsible for Monitoring: Administration Title I: 2.52 - 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
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 1: 100% of core classrooms will implement iLead a minimum of 20 minutes weekly.

Evaluation Data Sources: Observations and check-ins, master schedule

Strategy 1 Details	Reviews			
Strategy 1: 100% of staff will submit their schedule for students to receive or complete their iLead lesson weekly. Strategy's Expected Result/Impact: Students will feel more connected and develop essential life skills. Staff Responsible for Monitoring: Counselor and Administration Title I: 2.53 - 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: Each grading period, the campus counselor will complete brief, check-ins with staff to track iLead implementation. Strategy's Expected Result/Impact: Students will feel more connected and develop essential skills. Staff Responsible for Monitoring: Counselor Title I: 2.53 - 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 of 2027, 100% of students will participate in at least 20 minutes of daily recess and the required weekly physical education minutes, as measured by master schedules and campus walkthroughs.

Evaluation Data Sources: Master schedule and campus walkthroughs

Strategy 1 Details	Reviews			
Strategy 1: Campus administration will build and monitor a master schedule that embeds 20 minutes of daily recess and the state-required weekly PE minutes for every grade level Strategy's Expected Result/Impact: Increase in student health and activity levels Staff Responsible for Monitoring: Administration and PE Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Campus will host an annual Field Day event engaging students in structured physical activities while also boosting parent engagement. Strategy's Expected Result/Impact: Student increased positive perceptions surrounding physical fitness. Staff Responsible for Monitoring: Administration and PE Title I: 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 3: By May 2027, 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.

Evaluation Data Sources: Title I 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: Increase in parent perceptions and feeling welcome on campus Staff Responsible for Monitoring: Administration Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
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 more informed of student progress. Staff Responsible for Monitoring: Grade level leaders and administration Title I: 2.51, 2.52, 2.53 - 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

2026-2027 Board Goals/Performance Objectives/Strategies



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Public Presentation Date: September 8, 2026

Mission Statement

The mission of **Hays STEAM Academy** is to develop scholars who **SHINE—Scholars with Honor, Integrity, and Never-ending Enthusiasm**. Through rigorous academics, innovation, collaboration, and a supportive learning environment, we empower every scholar to think critically, solve problems creatively, and become lifelong learners who positively impact their community.

Vision

Hays STEAM Academy envisions a future where every scholar achieves academic excellence while developing the character, confidence, and leadership skills necessary for success in college, career, and life. Through meaningful partnerships among the school, families, and community, we will cultivate an engaging STEAM, RBL, and AVID learning environment that inspires curiosity, innovation, and continuous growth.

Our vision reflects the collective aspirations of our campus community by ensuring:

- High levels of academic achievement for every scholar.
- Equitable access to rigorous, engaging, and innovative learning experiences.
- A culture of honor, integrity, collaboration, and lifelong learning.
- Strong partnerships among the school, families, and community.
- Preparation of scholars to become responsible leaders and productive citizens in an ever-changing world.

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Value Statement

At Hays STEAM Academy, our decisions and actions are guided by the following core values:

- **Scholar-Centered Excellence** – Every decision is made with the best interests and success of scholars in mind.
- **Honor and Integrity** – We model honesty, responsibility, respect, and ethical behavior in all we do.
- **High Expectations for All** – We believe every scholar can achieve at high levels when provided rigorous instruction, meaningful support, and opportunities to grow.
- **Innovation and Creativity** – We embrace STEAM education, critical thinking, collaboration, and problem-solving to prepare scholars for the future.
- **Growth Mindset** – We believe mistakes are opportunities to learn, perseverance leads to success, and continuous improvement is everyone's responsibility.
- **Collaboration and Community** – Strong partnerships among educators, families, and the community are essential to student achievement.
- **Equity and Belonging** – Every scholar deserves access to high-quality learning experiences in a safe, inclusive, and supportive environment.
- **Leadership Through Service** – We inspire scholars and staff to lead with empathy, accountability, and a commitment to making a positive difference.

The SHINE Values

Our school culture is grounded in the SHINE philosophy:

- **S – Scholars:** We are lifelong learners who strive for academic excellence.
- **H – Honor:** We demonstrate respect, responsibility, and compassion toward others.
- **I – Integrity:** We make ethical choices and take ownership of our actions.
- **N – Never-ending Enthusiasm:** We approach learning with curiosity, resilience, and a positive attitude.

-

E – Excellence: We commit to continuous growth and giving our best every day.

Together, our mission, vision, and values foster a culture where every scholar is empowered to **SHINE** academically, socially, and emotionally while preparing for success in college, career, and life.

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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 2027, the percentage of students achieving Meets Grade Level or above on STAAR Mathematics will increase in each tested grade: Grade 3 from 61% to 64%, Grade 4 from 66% to 69%, and Grade 5 from 75% to 78%, as measured by Spring 2027 STAAR results. Bilingual student performance will increase from 53% to 56% in Grade 3; from 63% to 66% in Grade 4; and from 82% to 85% in Grade 5.

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%

Evaluation Data Sources: STAAR Math results; District Checkpoints; i-Ready Diagnostic and Growth Reports; Classroom Formative Assessments; PLC/Data Meeting Agendas and Minutes; Walkthrough Observation Data; Intervention Progress Monitoring; Student data trackers.

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Strategy 1 Details	Reviews			
Strategy 1: Implement high-quality Tier I mathematics instruction through collaborative planning, blended learning, and data-driven instructional practices to ensure mastery of grade-level TEKS. Strategy's Expected Result/Impact: An increasing percentage of students demonstrate mastery of priority Math TEKS across assessment cycles, meet or exceed i-Ready growth targets, and move from below grade level toward Meets-level performance, with particular attention to identified student groups. Staff Responsible for Monitoring: Principal; AP; Grade Team Leads; Classroom Teachers 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 - 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 3 Funding Sources: Before/After school tutoring - Title One School-wide - \$10,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Provide targeted intervention and enrichment based on ongoing formative assessment data to accelerate student growth toward the Meets Grade Level standard. Title I, Part A funds will support supplemental, TEKS-aligned take-home math kits containing manipulatives, math games, problem-solving activities, bilingual family directions, and student recording materials for identified students. Strategy's Expected Result/Impact: Progress will be monitored through district assessment data, i-Ready growth, formative assessments, student work, intervention progress monitoring, PLC documentation, and classroom walkthroughs. Success will be demonstrated by increased mastery of priority Math TEKS, increased student growth, improved performance toward Meets Grade Level, and reduced achievement gaps among student groups. Students will receive targeted practice at school and home, resulting in increased skill mastery and progress toward the Meets Grade Level standard. Staff Responsible for Monitoring: Principal; AP; Grade Team Leads; Classroom Teachers Title I: 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 - 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: Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 1 Funding Sources: Take-home Math Kits - Title One School-wide - \$5,000		Formative			Summative
		Oct	Jan	Mar	May
					767
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 3: Strengthen mathematical conceptual understanding among Hispanic and White student groups Root Cause: Although overall student achievement remains high, instructional practices are not consistently differentiated to accelerate learning for every student, particularly those performing just below the Meets and Masters performance levels.
Curriculum, Instruction, and Assessment
Problem Statement 2: Although the campus implements a rigorous TEKS-aligned curriculum, continued refinement of differentiated Tier 1 instruction, formative assessment practices, and blended learning implementation is needed to maximize academic growth for every student. Root Cause: While instructional systems are well established, consistent implementation of differentiated instruction, purposeful blended learning, and data-driven instructional adjustments varies across classrooms and content areas.

Family and Community Engagement

Problem Statement 1: Although families actively participate in campus events and maintain positive relationships with the school, opportunities exist to further strengthen family engagement through increased participation in academic learning, campus leadership, and shared decision-making. **Root Cause:** While communication with families is frequent and effective, family engagement has traditionally focused on participation in school events rather than sustained partnerships that actively support academic learning, student leadership, and shared decision-making.

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 2027, the percentage of students achieving Meets Grade Level or above on STAAR Reading Language Arts will increase from 81% to 84% in Grade 3, from 74% to 77% in Grade 4, and from 93% to 94% in Grade 5, as measured by Spring 2027 STAAR RLA results. Bilingual student performance will increase from 50% to 53% in Grade 3, from 60% to 63% in Grade 4, and from 82% to 85% in Grade 5.

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%, 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 Reading Language Arts results; District Checkpoints; i-Ready Diagnostic and Growth Reports; Classroom Formative Assessments; PLC/ Data Meeting Agendas and Minutes; Walkthrough Observation Data; Intervention Progress Monitoring; Student data trackers

Strategy 1 Details	Reviews			
Strategy 1: Implement a comprehensive literacy framework that strengthens reading comprehension, academic vocabulary, written response, and student discourse through authentic reading and writing experiences. Strategy's Expected Result/Impact: District assessments, formative assessments, student written responses, i-Ready data, EB progress monitoring, walkthroughs, and PLC documentation will demonstrate increasing mastery of priority RLA TEKS and improved performance toward Meets Grade Level or above. Staff Responsible for Monitoring: Principal, Assistant Principal, Grade-Level Team Leaders; Classroom Teachers 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: Student Achievement 4 - Curriculum, Instruction, and Assessment 2	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Develop students' ownership of literacy learning through personalized goal setting, blended learning, and differentiated reading instruction. Strategy's Expected Result/Impact: i-Ready, mCLASS/running records, intervention progress monitoring, small-group data, EB progress monitoring, and district assessments will demonstrate measurable reading growth, reduced numbers of students below grade level, and narrowing achievement gaps among identified student groups. Staff Responsible for Monitoring: Principal, Assistant Principal, Grade-Level Team Leaders; Classroom Teachers 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: Student Achievement 2		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

770

Student Achievement
Problem Statement 2: Student achievement data indicate a need to increase the percentage of students achieving Meets Grade Level or above on STAAR Mathematics and Science, with achievement gaps evident among identified student groups, including Emergent Bilingual students. Root Cause: Inconsistent implementation of differentiated, data-driven Tier I mathematics instruction and targeted intervention has limited the campus's ability to consistently address individual learning gaps, particularly the academic language, conceptual understanding, and problem-solving needs of Emergent Bilingual students.
Problem Statement 4: Student achievement data indicate a need to increase the percentage of Emergent Bilingual students achieving Meets Grade Level or above on STAAR Reading Language Arts, with achievement gaps evident between Emergent Bilingual students and overall campus performance across tested grade levels. Root Cause: Inconsistent implementation of differentiated literacy instruction, academic language development, and targeted intervention has limited the campus's ability to consistently address the reading comprehension, vocabulary, written response, and language-development needs of Emergent Bilingual students.
Curriculum, Instruction, and Assessment
Problem Statement 2: Although the campus implements a rigorous TEKS-aligned curriculum, continued refinement of differentiated Tier 1 instruction, formative assessment practices, and blended learning implementation is needed to maximize academic growth for every student. Root Cause: While instructional systems are well established, consistent implementation of differentiated instruction, purposeful blended learning, and data-driven instructional adjustments varies across classrooms and content areas.

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 2027, the percentage of Grade 5 students achieving Meets Grade Level or above on the STAAR Science assessment will increase from 40% in Spring 2026 to at least 45% in Spring 2027. Current & Monitored Emergent Bilingual students will increase from 27% to at least 32%, as measured by the Spring 2027 STAAR Science assessment.

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%

Evaluation Data Sources: Digital-resource usage reports, student work samples, science journals, walkthrough data, formative assessments, district checkpoints, kit distribution records, and STAAR Science results.

Strategy 1 Details	Reviews			
Strategy 1: Implement inquiry-based science instruction through hands-on investigations, engineering design challenges, and real-world problem-solving experiences to deepen scientific understanding and application of the Grade 5 Science TEKS. Strategy's Expected Result/Impact: Students will demonstrate increased engagement, scientific reasoning, content vocabulary, and mastery of grade-level science TEKS, resulting in improved performance on formative assessments, district checkpoints, and Grade 5 STAAR Science. Staff Responsible for Monitoring: Principal, Assistant Principal, Grade-Level Team Leaders; Classroom Teachers Title I: 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 - 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 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 1 Funding Sources: Science take-home kits - Title One School-wide - \$7,500	Formative			Summative
	Oct	Jan	Mar	May
				771

Strategy 2 Details		Reviews			
Strategy 2: Strengthen scientific thinking through cross-curricular STEAM integration and the purposeful use of supplemental digital tools that promote exploration, collaboration, and analysis of scientific concepts. Title I, Part A funds will support TEKS-aligned digital science resources, hands-on investigation materials, STEAM supplies, bilingual instructional supports, and science take-home kits for students needing additional academic support. Strategy's Expected Result/Impact: District Science assessments, formative assessments, intervention progress-monitoring data, student work, and PLC data reviews will demonstrate increasing mastery of priority Science TEKS. Intervention will be considered effective when students show measurable growth during each intervention cycle, fewer students remain below grade level, and achievement gaps among identified student groups decrease. Staff Responsible for Monitoring: Principal, Assistant Principal, Grade-Level Team Leaders; Classroom Teachers Title I: 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 - 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 - Curriculum, Instruction, and Assessment 1 Funding Sources: Science Take-home kits - Title One School-wide - \$7,500		Formative			Summative
		Oct	Jan	Mar	May
					772
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: Student achievement data indicate a need to increase the percentage of students achieving Meets Grade Level or above on STAAR Mathematics and Science, with achievement gaps evident among identified student groups, including Emergent Bilingual students. Root Cause: Inconsistent implementation of differentiated, data-driven Tier I mathematics instruction and targeted intervention has limited the campus's ability to consistently address individual learning gaps, particularly the academic language, conceptual understanding, and problem-solving needs of Emergent Bilingual students.
Curriculum, Instruction, and Assessment
Problem Statement 1: Although Project Lead the Way is an integral component of Hays STEAM Academy's STEAM program, implementation is inconsistent across classrooms, limiting students' opportunities to engage in high-quality engineering design experiences and authentic problem-based learning. Root Cause: Teachers have varying levels of confidence and accountability for implementing the Project Lead the Way curriculum with fidelity. Continued professional learning, instructional coaching, collaborative planning, and systematic monitoring are needed to ensure consistent implementation of PLTW lessons and engineering design practices across all grade levels. Problem Statement 2: Although the campus implements a rigorous TEKS-aligned curriculum, continued refinement of differentiated Tier 1 instruction, formative assessment practices, and blended learning implementation is needed to maximize academic growth for every student. Root Cause: While instructional systems are well established, consistent implementation of differentiated instruction, purposeful blended learning, and data-driven instructional adjustments varies across classrooms and content areas.

Family and Community Engagement

Problem Statement 1: Although families actively participate in campus events and maintain positive relationships with the school, opportunities exist to further strengthen family engagement through increased participation in academic learning, campus leadership, and shared decision-making. **Root Cause:** While communication with families is frequent and effective, family engagement has traditionally focused on participation in school events rather than sustained partnerships that actively support academic learning, student leadership, and shared decision-making.

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 2027, at least 75% of students receiving supplemental reading or mathematics intervention from the Title I educational aide will meet or exceed their individualized academic growth targets, as measured by intervention progress-monitoring assessments.

Indicators of Success:

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%

Evaluation Data Sources: i-Ready BOY/MOY/EOY diagnostic and growth reports; district benchmark/common assessments; curriculum-based measures and intervention assessments; educational aide schedules and service-delivery logs; intervention progress-monitoring records; student intervention plans/goal trackers; MTSS documentation; student work samples; and intervention entry/exit documentation.

Strategy 1 Details	Reviews			
Strategy 1: Hire and utilize a Title I-funded educational aide to provide regularly scheduled, supplemental small-group and individualized reading and mathematics intervention for students identified through assessment and progress-monitoring data as performing below grade-level expectations. Strategy's Expected Result/Impact: At least 75% of participating students will demonstrate measurable progress toward identified reading and/or mathematics goals. Students will strengthen prerequisite skills, improve access to Tier I instruction, and reduce academic achievement gaps. Staff Responsible for Monitoring: Principal; AP; Classroom Teachers, Title 1 Educational Aide 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 - 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 4 Funding Sources: Title 1 Instructional Aide - Title One School-wide - \$30,000	Formative			Summative
	Oct	Jan	Mar	May
				774

Strategy 2 Details		Reviews			
Strategy 2: Implement a systematic progress-monitoring process in which classroom teachers, the Title I educational aide, and campus leadership review student intervention data every 4-6 weeks and adjust instructional focus, student groupings, frequency, and intensity of intervention based on demonstrated student need. Strategy's Expected Result/Impact: Intervention decisions will be timely and data-driven. Students not demonstrating adequate progress will receive adjusted support, while students demonstrating mastery may exit or transition to less intensive intervention. The number of students requiring intensive intervention will decrease over the school year. Staff Responsible for Monitoring: Principal; AP; Classroom Teachers 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2 Funding Sources: Before/After School Tutoring - Title One School-wide - \$10,000		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue 775					

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 4: Student achievement data indicate a need to increase the percentage of Emergent Bilingual students achieving Meets Grade Level or above on STAAR Reading Language Arts, with achievement gaps evident between Emergent Bilingual students and overall campus performance across tested grade levels. Root Cause: Inconsistent implementation of differentiated literacy instruction, academic language development, and targeted intervention has limited the campus's ability to consistently address the reading comprehension, vocabulary, written response, and language-development needs of Emergent Bilingual students.
Curriculum, Instruction, and Assessment
Problem Statement 2: Although the campus implements a rigorous TEKS-aligned curriculum, continued refinement of differentiated Tier 1 instruction, formative assessment practices, and blended learning implementation is needed to maximize academic growth for every student. Root Cause: While instructional systems are well established, consistent implementation of differentiated instruction, purposeful blended learning, and data-driven instructional adjustments varies across classrooms and 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.

Performance Objective 1: By May 2027, the percentage of Kindergarten through Grade 3 students meeting or exceeding their annual i-Ready Reading Typical Growth goal will increase from 75% to 80%, as measured by the i-Ready Reading Diagnostic.

Indicators of Success:

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: i-Ready Reading Diagnostic Reports (Beginning, Middle, and End of Year)

i-Ready Growth Monitoring Reports

i-Ready Typical Growth and Stretch Growth Reports

i-Ready Lesson Completion and Online Instruction Reports

Classroom Reading Assessments

Running Records (K-2)

mCLASS Reading Data

PLC Data Meeting Documentation

Classroom Walkthrough Observation Data

Strategy 1 Details	Reviews 776			
Strategy 1: Strengthen early literacy instruction by implementing evidence-based reading practices that develop foundational literacy skills, reading comprehension, and language acquisition. Strategy's Expected Result/Impact: Student achievement increases, instructional practices improve, and implementation is evident through assessment data and classroom observations. Staff Responsible for Monitoring: Principal, Assistant Principal, Grade-Level Team Leaders; Classroom Teachers 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: Curriculum, Instruction, and Assessment 2 - School Organization 1 - Technology 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Utilize the blended learning model to personalize reading instruction and accelerate student growth through adaptive digital learning and targeted teacher support. Strategy's Expected Result/Impact: Student achievement increases, instructional practices improve, and implementation is evident through assessment data and classroom observations. Staff Responsible for Monitoring: Principal, Assistant Principal, Grade-Level Team Leaders; Classroom Teachers 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: Student Achievement 1 - Curriculum, Instruction, and Assessment 2 - Technology 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Achievement		777
Problem Statement 1: Improve Grade 5 Science achievement. Root Cause: Consistent use of standards-aligned formative assessment, targeted intervention/enrichment, and data-driven instructional adjustments is needed to ensure continued academic growth for all student groups. This is evidenced by fluctuations in overall Meets performance (71% in 2022-23, 67% in 2023-24, and 71% in 2024-25) and continued opportunities for growth in Grade 5 Science and mathematics.		
Curriculum, Instruction, and Assessment		
Problem Statement 2: Although the campus implements a rigorous TEKS-aligned curriculum, continued refinement of differentiated Tier 1 instruction, formative assessment practices, and blended learning implementation is needed to maximize academic growth for every student. Root Cause: While instructional systems are well established, consistent implementation of differentiated instruction, purposeful blended learning, and data-driven instructional adjustments varies across classrooms and content areas.		
School Organization		
Problem Statement 1: Although Hays has effective organizational systems, continued refinement is needed to strengthen collaboration, ensure consistent implementation, and monitor campus improvement efforts. Root Cause: Consistent implementation of campus initiatives requires ongoing collaboration, clear processes, shared leadership, and systematic progress monitoring to ensure continuous improvement.		
Technology		
Problem Statement 1: Although Hays is a 1:1 blended learning campus with technology integrated into daily instruction, opportunities exist to deepen the use of technology to personalize learning, increase student agency, and promote higher levels of critical thinking and collaboration. Root Cause: While technology resources are readily available, continued professional learning and instructional planning are needed to maximize the impact of blended learning and ensure technology consistently supports higher-order thinking, personalization, and student ownership of 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 2027, the percentage of Grade 3 students achieving Meets Grade Level or above on the STAAR Reading Language Arts assessment will increase from 81% in Spring 2026 to 84% in Spring 2027. Grade 3 Bilingual student performance will increase from 50% to 53%.

Indicators of Success:

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

District Reading Checkpoints

i-Ready Reading Diagnostic Reports

Classroom Reading Assessments

Running Records

mCLASS Reading Data

Student Writing Samples

PLC Data Meeting Documentation

Classroom Walkthrough Observation Data

Intervention Progress Monitoring Records

Strategy 1 Details	Reviews 778			
Strategy 1: Strengthen students' ability to analyze and respond to grade-level literary and informational texts through explicit instruction in close reading, text evidence, and written constructed responses. Strategy's Expected Result/Impact: Increased student proficiency in reading comprehension and written responses. Students consistently use textual evidence to support their thinking. Improved performance on district benchmarks and STAAR-aligned assessments. Increased percentage of Grade 3 students achieving the Meets Grade Level standard on the STAAR Reading Language Arts assessment. Staff Responsible for Monitoring: Principal, Assistant Principal, Grade-Level Team Leaders; Classroom Teachers 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: Student Achievement 1 - Curriculum, Instruction, and Assessment 2	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Provide targeted small-group instruction focused on comprehension, vocabulary, and inferencing skills. Strategy's Expected Result/Impact: Increased student proficiency in reading comprehension and written responses. Students consistently use textual evidence to support their thinking. Improved performance on district benchmarks and STAAR-aligned assessments. Increased percentage of Grade 3 students achieving the Meets Grade Level standard on the STAAR Reading Language Arts assessment. Staff Responsible for Monitoring: Principal, Assistant Principal, Grade-Level Team Leaders; Classroom Teachers 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 - 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: Curriculum, Instruction, and Assessment 2 - Technology 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

779

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Improve Grade 5 Science achievement. Root Cause: Consistent use of standards-aligned formative assessment, targeted intervention/enrichment, and data-driven instructional adjustments is needed to ensure continued academic growth for all student groups. This is evidenced by fluctuations in overall Meets performance (71% in 2022-23, 67% in 2023-24, and 71% in 2024-25) and continued opportunities for growth in Grade 5 Science and mathematics.
Curriculum, Instruction, and Assessment
Problem Statement 2: Although the campus implements a rigorous TEKS-aligned curriculum, continued refinement of differentiated Tier 1 instruction, formative assessment practices, and blended learning implementation is needed to maximize academic growth for every student. Root Cause: While instructional systems are well established, consistent implementation of differentiated instruction, purposeful blended learning, and data-driven instructional adjustments varies across classrooms and content areas.
Technology
Problem Statement 1: Although Hays is a 1:1 blended learning campus with technology integrated into daily instruction, opportunities exist to deepen the use of technology to personalize learning, increase student agency, and promote higher levels of critical thinking and collaboration. Root Cause: While technology resources are readily available, continued professional learning and instructional planning are needed to maximize the impact of blended learning and ensure technology consistently supports higher-order thinking, personalization, and student ownership of 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 2027, family participation in literacy events, reading workshops, and home literacy activities will increase from 95% to 96% as measured by family participation records and engagement surveys.

HB3 Board Goal

Indicators of Success:

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: Family Literacy Night sign-in sheets

Parent workshop attendance records

Family engagement event participation logs

Student reading goal-setting and reflection forms

i-Ready Reading Lesson Completion Reports

i-Ready Reading Diagnostic Growth Reports

Running Records (K-2)

mCLASS Reading Data (K-3)

PLC meeting agendas and literacy intervention documentation

780

Strategy 1 Details		Reviews			
Strategy 1: Provide engaging family literacy experiences throughout the school year that equip parents and caregivers with practical strategies and resources to support reading development at home. Strategy's Expected Result/Impact: Increased family participation in literacy-focused events and activities. Increased use of evidence-based reading strategies at home. Stronger home-school partnerships that support early literacy development. Increased student motivation, confidence, and independent reading habits. Improved K-3 reading growth and increased percentages of students reading on or above grade level by the end of Grade 3. Staff Responsible for Monitoring: Principal; AP; Classroom Teachers; Counselor 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 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: Family and Community Engagement 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Strengthen home-school partnerships by implementing consistent communication and student-led literacy activities that encourage families to actively participate in their child's reading progress and goal setting. Strategy's Expected Result/Impact: Increased family participation in literacy-focused events and activities. Increased use of evidence-based reading strategies at home. Stronger home-school partnerships that support early literacy development. Increased student motivation, confidence, and independent reading habits. Improved K-3 reading growth and increased percentages of students reading on or above grade level by the end of Grade 3. Staff Responsible for Monitoring: Principal; AP; Classroom teachers; counselor 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 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 - Family and Community Engagement 1		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Although overall performance remains strong, the campus continues to serve a significant economically disadvantaged population whose academic needs require intentional intervention, enrichment opportunities, and equitable access to instructional resources. **Root Cause:** Data indicate that economic barriers may limit access to academic enrichment opportunities, technology resources outside of school, and extended learning experiences. Continued implementation of targeted interventions and family partnerships will help minimize these barriers while maintaining high academic expectations.

Family and Community Engagement

Problem Statement 1: Although families actively participate in campus events and maintain positive relationships with the school, opportunities exist to further strengthen family engagement through increased participation in academic learning, campus leadership, and shared decision-making. **Root Cause:** While communication with families is frequent and effective, family engagement has traditionally focused on participation in school events rather than sustained partnerships that actively support academic learning, student leadership, and shared decision-making.

782

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 Spring 2027, the percentage of Hays STEAM Academy students reporting a positive sense of school connectedness on the Panorama Student Survey will increase from 81% to 84%.

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 Student Survey results
Student belonging and connectedness survey responses
Student leadership and extracurricular participation records
Social-emotional learning and Conscious Discipline lesson documentation
Classroom walkthrough and student-engagement observations
Student feedback and self-advocacy surveys
Attendance and behavior data
Campus Improvement Team quarterly monitoring reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement schoolwide social-emotional learning, Conscious Discipline practices, and regular classroom community-building activities that strengthen positive relationships, belonging, self-advocacy, and student engagement. Strategy's Expected Result/Impact: Students will report stronger relationships with teachers and peers, greater confidence expressing their needs, and an improved sense of belonging, contributing to the increase in school connectedness from 81% to 84%. Staff Responsible for Monitoring: Principal, assistant principal, school counselor, and classroom teachers. Title I: 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				

Strategy 2 Details	Reviews			
Strategy 2: Expand student leadership opportunities through AVID service-learning projects, student-led conferences, campus recognition programs, and classroom activities that promote student voice and ownership. Strategy's Expected Result/Impact: Increased participation in leadership and schoolwide activities will strengthen student engagement, self-advocacy, and connection to the school community. Staff Responsible for Monitoring: Principal, assistant principal, school counselor, AVID coordinator, and classroom teachers. Title I: 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

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

784

School Culture and Climate
Problem Statement 1: Although Panorama survey results indicate strong student connectedness, positive adult relationships, and high academic expectations, opportunities remain to increase student engagement, leadership, and ownership of learning. Root Cause: Students benefit from strong relationships with adults; however, additional opportunities for student leadership, collaboration, voice, and ownership of learning will further strengthen engagement and connectedness.

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 May 2027, student average daily attendance at Hays STEAM Academy will increase from 96.3% to 96.5%, as measured by campus attendance reports and PEIMS data.

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

Evaluation Data Sources: PEIMS attendance reports
Campus daily attendance reports
Monthly attendance summaries
Chronic absenteeism reports
Attendance committee meeting records
Student attendance intervention documentation
Parent communication logs
Attendance incentive and recognition records
Campus Improvement Team quarterly monitoring reports

Strategy 1 Details	Reviews			
Strategy 1: Implement a proactive attendance monitoring system with early intervention for students at risk of chronic absenteeism. Strategy's Expected Result/Impact: Increased average daily attendance Reduced chronic absenteeism Improved student engagement and academic performance Staff Responsible for Monitoring: Principal, AP, Attendance Clerk, Counselor, Classroom Teachers Title I: 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 Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May ⁷⁸⁵

Strategy 2 Details	Reviews			
Strategy 2: Strengthen family partnerships through regular communication, attendance incentives, and recognition programs that encourage consistent daily attendance. Strategy's Expected Result/Impact: Increased average daily attendance Reduced chronic absenteeism. Improved student engagement and academic performance Staff Responsible for Monitoring: Principal, AP, Attendance Clerk, Counselor, Classroom teachers Title I: 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 Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

786

Family and Community Engagement
Problem Statement 1: Although families actively participate in campus events and maintain positive relationships with the school, opportunities exist to further strengthen family engagement through increased participation in academic learning, campus leadership, and shared decision-making. Root Cause: While communication with families is frequent and effective, family engagement has traditionally focused on participation in school events rather than sustained partnerships that actively support academic learning, student leadership, and shared decision-making.

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: Maintain a safe, supportive school environment by implementing proactive behavioral supports, restorative practices, and targeted interventions that minimize exclusionary disciplinary consequences and maximize students' access to classroom instruction.

Evaluation Data Sources: PEIMS discipline reports
 Campus discipline referral records
 In-school and out-of-school suspension reports
 Disciplinary alternative education placement records
 Student behavior intervention documentation
 Restorative practices and Conscious Discipline records
 Counselor and administrator intervention logs
 Monthly discipline data reviews
 Campus Improvement Team quarterly monitoring reports

Strategy 1 Details	Reviews			
Strategy 1: Implement schoolwide Conscious Discipline practices, explicit instruction in behavioral expectations, classroom management interventions, and restorative conversations to prevent behavioral escalation and resolve conflicts before exclusionary consequences become necessary. Strategy's Expected Result/Impact: Students will demonstrate improved self-regulation, conflict-resolution skills, and adherence to campus expectations, resulting in fewer discipline referrals and exclusionary placements. Staff Responsible for Monitoring: Principal, assistant principal, school counselor, classroom teachers, and campus behavior support staff. Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 2	Formative			Summative
	Oct	Jan	Mar	May
				787

Strategy 2 Details		Reviews			
Strategy 2: Review discipline data monthly to identify students with repeated behavioral concerns. Provide targeted interventions, including behavior support plans, counseling, mentoring, family conferences, and follow-up monitoring. Strategy's Expected Result/Impact: Early intervention and coordinated student support will reduce repeated disciplinary infractions, decrease exclusionary consequences, and increase students' access to classroom instruction. Staff Responsible for Monitoring: Principal, assistant principal, school counselor, classroom teachers, intervention team, and Campus Improvement Team. Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 2		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

788

Demographics
Problem Statement 2: Although student behavior is a campus strength, continued implementation of proactive behavioral supports and restorative practices is needed to maintain a safe, positive learning environment while minimizing instructional disruptions. Root Cause: Sustaining a positive school climate requires consistent reinforcement of behavioral expectations, social-emotional learning, and restorative practices to address student needs before behaviors escalate.
School Culture and Climate
Problem Statement 2: Although student behavior is a campus strength, continued implementation of proactive behavioral supports and restorative practices is needed to maintain a safe, positive learning environment while minimizing instructional disruptions. Root Cause: Sustaining a positive school climate requires consistent reinforcement of behavioral expectations, social-emotional learning, and restorative practices to address student needs before behaviors escalate.

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, 100% of classroom teachers will implement the Project Lead the Way (PLTW) curriculum as evidenced by lesson implementation, classroom walkthroughs, completion of required instructional modules, and the use of the engineering design process during classroom instruction.

- Evaluation Data Sources:** PLTW lesson implementation checklists
Classroom walkthrough observation data
PLC agendas and meeting minutes
Teacher lesson plans
Completion of PLTW instructional units
Student engineering notebooks
Student engineering design projects
Student presentations and showcases
Instructional coaching logs
Professional development participation records

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing professional learning, instructional coaching, and collaborative planning to strengthen teachers' capacity to implement the Project Lead the Way curriculum and integrate engineering design into daily instruction. Strategy's Expected Result/Impact: Increased fidelity of PLTW across all grade levels. Increased student engagement in authentic engineering design and problem-solving experiences. Improved alignment between PLTW modules and TEKS. Consistent use of engineering design and inquiry-based instruction. Staff Responsible for Monitoring: Principal, AP, Lead teachers 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 Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Develop a campus-wide system to monitor and support fidelity of Project Lead the Way implementation through walkthroughs, PLCs, lesson reviews, and instructional feedback. Strategy's Expected Result/Impact: Consistent implementation of PLTW across all grade levels. Increased collaboration among teachers. Increased student creativity, collaboration, critical thinking, and engineering design skills. Improved consistency in STEAM instructional experiences. Staff Responsible for Monitoring: Principal, AP, Lead teachers 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

790

Curriculum, Instruction, and Assessment
Problem Statement 1: Although Project Lead the Way is an integral component of Hays STEAM Academy's STEAM program, implementation is inconsistent across classrooms, limiting students' opportunities to engage in high-quality engineering design experiences and authentic problem-based learning. Root Cause: Teachers have varying levels of confidence and accountability for implementing the Project Lead the Way curriculum with fidelity. Continued professional learning, instructional coaching, collaborative planning, and systematic monitoring are needed to ensure consistent implementation of PLTW lessons and engineering design practices across all grade levels.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, 100% of teachers will implement high-quality STEAM instructional practices, including inquiry-based learning, engineering design, collaboration, and technology integration, as evidenced by lesson plans, STEAM walkthrough rubric, and student work.

Evaluation Data Sources: Classroom walkthrough observation data; Lesson plan reviews; PLC agendas and meeting minutes; Teacher professional development participation records; Student work samples;
Project-based learning artifacts; Student engineering notebooks; Student presentations and showcases; Technology integration observations; PLTW lesson implementation documentation;
Student engagement observation data; STAAR Growth Reports; District checkpoint assessment data; i-Ready Reading and Mathematics Growth Reports

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing professional learning, instructional coaching, and collaborative planning to strengthen teachers' implementation of high-quality STEAM instructional practices, including inquiry-based learning, engineering design, technology integration, and student-centered instructional strategies. Strategy's Expected Result/Impact: Increased teacher effectiveness in delivering rigorous STEAM instruction. Increased use of inquiry-based and project-based learning. Greater student engagement, collaboration, and critical thinking. Consistent implementation of STEAM instructional practices across all grade levels. Staff Responsible for Monitoring: Principal; AP; Classroom Teachers 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2 - School Organization 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Implement a continuous improvement process through instructional walkthroughs, PLC data discussions, lesson plan reviews, and reflective coaching to monitor and strengthen the implementation of high-quality STEAM instruction. Strategy's Expected Result/Impact: Consistent implementation of high-quality STEAM instructional practices. Increased teacher collaboration and use of best instructional practices. Improved student problem-solving, creativity, and application of engineering design processes. Stronger alignment of instruction with TEKS, PLTW, and campus STEAM expectations. Staff Responsible for Monitoring: Principal; AP; Classroom 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 Problem Statements: Curriculum, Instruction, and Assessment 2 - School Organization 1		Formative			Summative
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 No Progress
 Accomplished
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Performance Objective 2 Problem Statements:

792

Curriculum, Instruction, and Assessment
Problem Statement 2: Although the campus implements a rigorous TEKS-aligned curriculum, continued refinement of differentiated Tier 1 instruction, formative assessment practices, and blended learning implementation is needed to maximize academic growth for every student. Root Cause: While instructional systems are well established, consistent implementation of differentiated instruction, purposeful blended learning, and data-driven instructional adjustments varies across classrooms and content areas.
School Organization
Problem Statement 1: Although Hays has effective organizational systems, continued refinement is needed to strengthen collaboration, ensure consistent implementation, and monitor campus improvement efforts. Root Cause: Consistent implementation of campus initiatives requires ongoing collaboration, clear processes, shared leadership, and systematic progress monitoring to ensure continuous improvement.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, the percentage of classrooms meeting campus expectations for blended-learning implementation will increase from 85% to 88%, as measured by the campus blended-learning fidelity rubric and classroom walkthrough data.

Evaluation Data Sources: Classroom walkthrough and observation data; Lesson plans showing blended learning components; Learning management system and digital-platform usage reports; Teacher self-assessments and implementation reflections; PLC meeting notes and coaching documentation; blended-learning rubric.

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted professional learning, modeling, planning support, and coaching on blended-learning structures, student choice, small-group instruction, digital tools, and the effective use of student data. Strategy's Expected Result/Impact: Classroom walkthrough data will demonstrate quarterly improvement in blended-learning implementation, with at least 85% of classrooms meeting campus expectations by May 2027. Staff Responsible for Monitoring: Principal, AP, District Blended Learning support staff 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 Problem Statements: Curriculum, Instruction, and Assessment 2 - Technology 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Conduct regular classroom walkthroughs and review results during PLCs providing timely feedback, coaching, and follow-up support based on identified needs. Strategy's Expected Result/Impact: Students will experience increased engagement, differentiation, ownership, and access to personalized instruction. Staff Responsible for Monitoring: Principal, AP, District Blended-Learning Support Staff 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: Curriculum, Instruction, and Assessment 2 - Technology 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: Although the campus implements a rigorous TEKS-aligned curriculum, continued refinement of differentiated Tier 1 instruction, formative assessment practices, and blended learning implementation is needed to maximize academic growth for every student. **Root Cause:** While instructional systems are well established, consistent implementation of differentiated instruction, purposeful blended learning, and data-driven instructional adjustments varies across classrooms and content areas.

Technology

Problem Statement 1: Although Hays is a 1:1 blended learning campus with technology integrated into daily instruction, opportunities exist to deepen the use of technology to personalize learning, increase student agency, and promote higher levels of critical thinking and collaboration. **Root Cause:** While technology resources are readily available, continued professional learning and instructional planning are needed to maximize the impact of blended learning and ensure technology consistently supports higher-order thinking, personalization, and student ownership of learning.

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, each grade level will complete a minimum of eight student-led, teacher-guided service-learning projects aligned to community needs, with at least 90% of students participating in leadership, collaboration, and civic engagement experiences, as evidenced by participation rosters.

Evaluation Data Sources: Photos & artifacts; AVID Site Team meeting minutes; Grade level service-learning plans; Student reflection journals; Community partner participation logs; Project presentations; Teacher lesson plans

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement monthly grade-level service-learning projects, from September to April, aligned with academic standards and community needs, allowing students to apply learning through authentic problem-solving experiences. Strategy's Expected Result/Impact: Increased student leadership projects aligned with academic standards and community needs, allowing students to apply learning through authentic problem-solving experiences. Staff Responsible for Monitoring: Principal; AP; AVID Site Team Title I: 2.51, 2.52, 2.53 - 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: Family and Community Engagement 1 - School Organization 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Expand partnerships with local businesses, community organizations, families, and district departments to provide meaningful service-learning opportunities that promote leadership, collaboration, and civic engagement. Strategy's Expected Result/Impact: Students will have increased opportunities to apply academic learning, demonstrate leadership, collaborate with community partners, and develop civic responsibility through authentic service-learning experiences. Staff Responsible for Monitoring: Principal; AP; AVID Site Team Title I: 2.51, 2.52, 2.53 - 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: Family and Community Engagement 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

796

Family and Community Engagement
Problem Statement 1: Although families actively participate in campus events and maintain positive relationships with the school, opportunities exist to further strengthen family engagement through increased participation in academic learning, campus leadership, and shared decision-making. Root Cause: While communication with families is frequent and effective, family engagement has traditionally focused on participation in school events rather than sustained partnerships that actively support academic learning, student leadership, and shared decision-making.
School Organization
Problem Statement 1: Although Hays has effective organizational systems, continued refinement is needed to strengthen collaboration, ensure consistent implementation, and monitor campus improvement efforts. Root Cause: Consistent implementation of campus initiatives requires ongoing collaboration, clear processes, shared leadership, and systematic progress monitoring to ensure continuous improvement.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, 100% of classrooms will demonstrate implementation of grade-level appropriate AVID WICOR strategies as evidenced through lesson plans, classroom observations, and AVID implementation tools.

Evaluation Data Sources: Lesson plan reviews; walkthrough data; Site team documentation; student binders and planners; student work samples; AVID Classroom Observation Tool (COT); PLC agendas; coaching logs

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing professional learning, instructional coaching, and collaborative planning focused on the intentional integration of Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies into daily Tier 1 instruction. Strategy's Expected Result/Impact: Teachers will demonstrate increased knowledge and consistent use of WICOR strategies, resulting in stronger student engagement, academic discourse, organization, and ownership of learning. Staff Responsible for Monitoring: Principal, AP, AVID Site Team Title I: 2.52 - 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 Problem Statements: Curriculum, Instruction, and Assessment 2	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Implement a systematic monitoring process through classroom walkthroughs, lesson plan reviews, PLC discussions, and instructional feedback to ensure consistent schoolwide implementation of AVID strategies. Strategy's Expected Result/Impact: Walkthrough and AVID implementation data will show quarterly improvement, with 100% of classrooms meeting the campus WICOR implementation standard by May 2027. Staff Responsible for Monitoring: Principal, AP, AVID Site Team Title I: 2.52 - 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 Problem Statements: Curriculum, Instruction, and Assessment 2 - School Organization 1		Formative			Summative
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

798

Curriculum, Instruction, and Assessment
Problem Statement 2: Although the campus implements a rigorous TEKS-aligned curriculum, continued refinement of differentiated Tier 1 instruction, formative assessment practices, and blended learning implementation is needed to maximize academic growth for every student. Root Cause: While instructional systems are well established, consistent implementation of differentiated instruction, purposeful blended learning, and data-driven instructional adjustments varies across classrooms and content areas.
School Organization
Problem Statement 1: Although Hays has effective organizational systems, continued refinement is needed to strengthen collaboration, ensure consistent implementation, and monitor campus improvement efforts. Root Cause: Consistent implementation of campus initiatives requires ongoing collaboration, clear processes, shared leadership, and systematic progress monitoring to ensure continuous improvement.

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2027, the percentage of staff reporting positive perceptions of campus culture, recognition, communication, and professional support will increase from the Fall 2026 baseline to at least 85%, as measured by campus staff surveys.

Evaluation Data Sources: Fall and spring staff surveys; quarterly staff pulse surveys; team meeting agendas and minutes; Campus Improvement Team records; staff feedback documentation; campus communication records.

Strategy 1 Details	Reviews			
Strategy 1: Administer quarterly staff surveys and provide regular opportunities for employee feedback through team meetings, campus committees, and individual check-ins. Campus leaders will review survey results, communicate findings, and implement actions addressing identified concerns. Strategy's Expected Result/Impact: Staff will report improved communication, increased involvement in campus decisions, and greater confidence that their feedback influences campus practices. Staff Responsible for Monitoring: Principal, assistant principal, team leaders, and Campus Improvement Team. 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 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
				799
Strategy 2 Details	Reviews			
Strategy 2: Establish a consistent staff recognition and support system that highlights employee contributions, provides coaching and professional-growth opportunities, and promotes staff collaboration and well-being. Strategy's Expected Result/Impact: Staff will report increased recognition, stronger professional support, improved morale, and a greater sense of belonging, contributing to at least 85% positive survey responses by May 2027. Staff Responsible for Monitoring: Principal, assistant principal, counselor, and campus leadership team. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, 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				

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Although staffing stabilized entering the 2026-2027 school year, continued efforts are needed to retain highly effective educators by expanding leadership opportunities, mentoring, and professional growth pathways. Root Cause: The campus experienced a temporary decrease in staff retention due primarily to external career advancement opportunities that provided increased compensation and expanded leadership responsibilities.
School Organization
Problem Statement 1: Although Hays has effective organizational systems, continued refinement is needed to strengthen collaboration, ensure consistent implementation, and monitor campus improvement efforts. Root Cause: Consistent implementation of campus initiatives requires ongoing collaboration, clear processes, shared leadership, and systematic progress monitoring to ensure continuous improvement.

Ector County Independent School District

Ireland Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



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Mission Statement

At Ireland Elementary, we cultivate a vibrant and inclusive learning environment where students love learning and staff embrace a growth mindset. Through engaging, rigorous instruction and strong relationships, we empower every learner to grow, explore, and succeed—academically and beyond.

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 4

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas. 4

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

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029. 17

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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 2027 the % of students performing at the Meets level on 3-5 Math Staar will increase from 26%- 35%.

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%

Evaluation Data Sources: Staar Summative Scores 2027

Strategy 1 Details					Reviews													
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: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Review PLC folders</td><td>ILT</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Title One School Wide - Title One School-wide					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Review PLC folders	ILT	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Review PLC folders	ILT	Quarterly										
Oct	Jan	Mar	May ²⁰²⁴															

Title I:

2.51, 2.52, 2.53

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Achievement 1

Funding Sources: Title One School Wide - Title One School-wide

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: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Review implementation of LoneStar Math spiral review and student performance data during PLCs to identify TEKS requiring reteach.</td><td>MCL</td><td>Quarterly</td><td></td></tr></table> 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 Problem Statements: Student Achievement 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Review implementation of LoneStar Math spiral review and student performance data during PLCs to identify TEKS requiring reteach.	MCL	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Review implementation of LoneStar Math spiral review and student performance data during PLCs to identify TEKS requiring reteach.	MCL	Quarterly										
Oct	Jan	Mar	May															

Strategy 3 Details					Reviews													
Strategy 3: Local Improvement Plan Template 25-26 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 RLA Achievement The data that will be reviewed and monitored includes Checkpoint Data, Map Data, and Staar Interim Data as identified through a campus needs assessment. The student performance goal for this area is 44% of continuously enrolled students is at the meets level. The data will be monitored on a Monthly basis, with milestones and timelines established to track progress. The educational stakeholders responsible for monitoring the data include Principal, MCL, MTRT. The educational interventions that will be implemented include Targeted small group interventions, Dedicated intervention times during the school day, weekly PLC meetings Reading Vertical Alignment meeting. Additional reallocation of resources to address this include 30-minute intervention blocks, weekly PLC meetings, bi monthly ILT meetings. * 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). * 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. Additional reallocation of resources to address this include purchased HMH 180 program. Additional reallocation of resources to address this include 5th grade MCL in RLA. If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting. District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Julie Marshall . If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier. Strategy's Expected Result/Impact: 44% of continuously enrolled students is at the meets level. Staff Responsible for Monitoring: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Review Checkpoint, Iready, and Staar Interim Data</td><td>ILT</td><td>Monthly</td><td></td></tr></table> Title I: 2.51 Problem Statements: Student Achievement 1 Funding Sources: MCLs and MTRT RA and TR - Title One School- Improvement - \$57,211					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Review Checkpoint, Iready, and Staar Interim Data	ILT	Monthly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Review Checkpoint, Iready, and Staar Interim Data	ILT	Monthly										
Oct	Jan	Mar	May															
			806															

Strategy 4 Details					Reviews													
Strategy 4: Local Improvement Plan Template 25-26 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 Academic Growth in Math. The data that will be reviewed and monitored includes Checkpoint Data, Map Data, and Staar Interim Data as identified through a campus needs assessment. The student performance goal for this area is * 62% of Hispanic students will be at meets * 65% of White students will be at meets * 62% of Continuously Enrolled will be at meets The data will be monitored on a Monthly basis, with milestones and timelines established to track progress. The educational stakeholders responsible for monitoring the data include Principal, MCL, MTRT. The educational interventions that will be implemented include Targeted small group interventions, Dedicated intervention times during the school day, weekly PLC meetings Reading Vertical Alignment meeting, RBIS training, and a Part-time tutor. * Additional reallocation of resources to address this include 30 minute intervention block, * Additional reallocation of resources to address this include MTRT in 5th grade and MCL in 4th grade/ If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting. District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Julie Marshall If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier. Strategy's Expected Result/Impact: * 62% of Hispanic students will be at meets * 65% of White students will be at meets * 62% of Continuously Enrolled will be at meets Staff Responsible for Monitoring: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Monitor Data</td><td>ILT</td><td>Monthly</td><td></td></tr></table> Title I: 2.51 - TEA Priorities: Improve low-performing schools Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Monitor Data	ILT	Monthly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Monitor Data	ILT	Monthly										
Oct	Jan	Mar	May															
			807															

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: The percentage of students achieving Meets and Masters Grade Level standards in Reading and Mathematics remains below campus goals. Mathematics achievement, particularly in Grade 4, and performance among At-Risk, Economically Disadvantaged, and Special Education students continue to negatively impact overall student achievement. Root Cause: Teachers are still developing consistent implementation of high-quality Tier I instruction, standards-aligned exemplars, effective exit ticket practices, and data-driven intervention systems necessary to ensure all students achieve mastery of grade-level TEKS and accelerate academic growth.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student achievement and growth data indicate inconsistent mastery of grade-level standards across content areas and student groups. Root Cause: Variability in instructional implementation, rigor of tasks, and effectiveness of formative assessment practices has resulted in inconsistent student mastery and academic growth.
School Organization
Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. Root Cause: Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

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 2027 the % of students performing at the Meets level on 3rd - 5th Reading Staar will increase from 37% 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

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: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Data Checks</td><td>ILT</td><td>Monthly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Data Checks	ILT	Monthly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Data Checks	ILT	Monthly										
Oct	Jan	Mar	May															
								809										

Strategy 2 Details					Reviews													
Strategy 2: Local Improvement Plan Template 25-26 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 RLA Achievement The data that will be reviewed and monitored includes Checkpoint Data, Map Data, and Staar Interim Data as identified through a campus needs assessment. The student performance goal for this area is 44% of continuously enrolled students is at the meets level. The data will be monitored on a Monthly basis, with milestones and timelines established to track progress. The educational stakeholders responsible for monitoring the data include Principal, MCL, MTRT. The educational interventions that will be implemented include Targeted small group interventions, Dedicated intervention times during the school day, weekly PLC meetings Reading Vertical Alignment meeting. Additional reallocation of resources to address this include 30-minute intervention blocks, weekly PLC meetings, bi monthly ILT meetings. * 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). * Implement a dedicated daily intervention/enrichment block (20-30 minutes) where students work on personalized reading goals using i-Ready lessons, or teacher-led reteach based on progress monitoring. Additional reallocation of resources to address this include purchased Iready. Additional reallocation of resources to address this include 4th and 5th MCL in RLA. If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting. District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Julie Marshall . If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier. Strategy's Expected Result/Impact: 44% of continuously enrolled students is at the meets level. Staff Responsible for Monitoring: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Data Checks</td><td>ILT</td><td>monthly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Data Checks	ILT	monthly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Data Checks	ILT	monthly										
Oct	Jan	Mar	May															
			810															

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: The percentage of students achieving Meets and Masters Grade Level standards in Reading and Mathematics remains below campus goals. Mathematics achievement, particularly in Grade 4, and performance among At-Risk, Economically Disadvantaged, and Special Education students continue to negatively impact overall student achievement. **Root Cause:** Teachers are still developing consistent implementation of high-quality Tier I instruction, standards-aligned exemplars, effective exit ticket practices, and data-driven intervention systems necessary to ensure all students achieve mastery of grade-level TEKS and accelerate academic growth.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement and growth data indicate inconsistent mastery of grade-level standards across content areas and student groups. **Root Cause:** Variability in instructional implementation, rigor of tasks, and effectiveness of formative assessment practices has resulted in inconsistent student mastery and academic growth.

School Organization

Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. **Root Cause:** Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

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 2027, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 14% 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 2027

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.					Formative			Summative										
					Oct	Jan	Mar	May										
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: ILT								812										
					Formative			Summative										
					Oct	Jan	Mar	May										
<table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Exit tickets</td><td>MCL</td><td>quarterly</td><td></td></tr></table>					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Exit tickets	MCL	quarterly					
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
1	Exit tickets	MCL	quarterly															
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 % of students K-3 achieving or exceeding their I-Ready reading goal will increase from 34 % to 40%

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%

Evaluation Data Sources: Iready Inform

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 i-Ready. Staff Responsible for Monitoring: ILT <table border="1"><thead><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr></thead><tbody><tr><td>1</td><td></td><td>ILT</td><td>Quarterly</td><td></td></tr></tbody></table> 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 - Curriculum, Instruction, and Assessment 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1		ILT	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1		ILT	Quarterly										
Oct	Jan	Mar	May															
								813										

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 lesson 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: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td></td><td>ILT</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1		ILT	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1		ILT	Quarterly										
Oct	Jan	Mar	May															

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

814

Student Achievement
Problem Statement 1: The percentage of students achieving Meets and Masters Grade Level standards in Reading and Mathematics remains below campus goals. Mathematics achievement, particularly in Grade 4, and performance among At-Risk, Economically Disadvantaged, and Special Education students continue to negatively impact overall student achievement. Root Cause: Teachers are still developing consistent implementation of high-quality Tier I instruction, standards-aligned exemplars, effective exit ticket practices, and data-driven intervention systems necessary to ensure all students achieve mastery of grade-level TEKS and accelerate academic growth.
School Culture and Climate
Problem Statement 1: While Ireland Elementary has established a positive campus culture, chronic absenteeism and behavioral challenges among a small group of students continue to impact instructional time, student engagement, and academic achievement. Root Cause: Some students require additional social-emotional, behavioral, and attendance supports to consistently engage in learning and fully benefit from the positive systems and structures established across the campus.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student achievement and growth data indicate inconsistent mastery of grade-level standards across content areas and student groups. Root Cause: Variability in instructional implementation, rigor of tasks, and effectiveness of formative assessment practices has resulted in inconsistent student mastery and academic growth.
School Organization
Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. Root Cause: Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

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 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 34% 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%

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: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Data checks</td><td>ILT</td><td>Quarterly</td><td></td></tr></table>					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Data checks	ILT	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Data checks	ILT	Quarterly										
Oct	Jan	Mar	May															
								815										

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: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>PLC Folder checks</td><td>ILT</td><td>Monthly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	PLC Folder checks	ILT	Monthly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	PLC Folder checks	ILT	Monthly										
Oct	Jan	Mar	May															



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:**Student Achievement**

Problem Statement 1: The percentage of students achieving Meets and Masters Grade Level standards in Reading and Mathematics remains below campus goals. Mathematics achievement, particularly in Grade 4, and performance among At-Risk, Economically Disadvantaged, and Special Education students continue to negatively impact overall student achievement. **Root Cause:** Teachers are still developing consistent implementation of high-quality Tier I instruction, standards-aligned exemplars, effective exit ticket practices, and data-driven intervention systems necessary to ensure all students achieve mastery of grade-level TEKS and accelerate academic growth.

School Culture and Climate

Problem Statement 1: While Ireland Elementary has established a positive campus culture, chronic absenteeism and behavioral challenges among a small group of students continue to impact instructional time, student engagement, and academic achievement. **Root Cause:** Some students require additional social-emotional, behavioral, and attendance supports to consistently engage in learning and fully benefit from the positive systems and structures established across the campus.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement and growth data indicate inconsistent mastery of grade-level standards across content areas and student groups. **Root Cause:** Variability in instructional implementation, rigor of tasks, and effectiveness of formative assessment practices has resulted in inconsistent student mastery and academic growth.

816

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 May 2027, 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.

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 <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Conduct planner checks and review student goal-setting/ reflection evidence to monitor consistent implementation of AVID strategies.</td><td>Avid Coordinator</td><td>quarterly</td><td></td></tr></table> Title I: 2.51, 2.52 Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Conduct planner checks and review student goal-setting/ reflection evidence to monitor consistent implementation of AVID strategies.	Avid Coordinator	quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Conduct planner checks and review student goal-setting/ reflection evidence to monitor consistent implementation of AVID strategies.	Avid Coordinator	quarterly										
Oct	Jan	Mar	May															
								817										

Title I:

2.51, 2.52

Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1

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 <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td></td><td>Avid Coordinator</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52 Problem Statements: School Culture and Climate 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1		Avid Coordinator	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1		Avid Coordinator	Quarterly										
Oct	Jan	Mar	May															

Strategy 3 Details					Reviews													
Strategy 3: Local Improvement Plan Template 25-26 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 Student Achievement Domain Score The data that will be reviewed and monitored includes Checkpoint Data, Map Data, and Staar Interim Data as identified through a campus needs assessment. The student performance goal for this area is 37% Hispanic Students will be at meets 45% White students will be at meets 41% Continuously enrolled students will be at meets The data will be monitored on a Monthly basis, with milestones and timelines established to track progress. The educational stakeholders responsible for monitoring the data include Principal, MCL, MTRT The educational interventions that will be implemented include Targeted small group interventions, Dedicated intervention times during the school day, weekly PLC meetings Reading Vertical Alignment meeting. Additional reallocation of resources to address this include 30-minute intervention blocks, weekly PLC meetings, bi monthly ILT meetings. * Additional reallocation of resources to address this include RBIS training through Title 1, Part-Time tutor through Title 1. * Additional reallocation of resources to address this include MCL, MTRT, and Part Time tutor If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting. District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Julie Marshall. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier. Strategy's Expected Result/Impact: 37% Hispanic Students will be at meets 45% White students will be at meets 41% Continuously enrolled students will be at meets Staff Responsible for Monitoring: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Data checks</td><td>ILT</td><td>Monthly</td><td></td></tr></table> Title I: 2.51, 2.52 Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Data checks	ILT	Monthly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Data checks	ILT	Monthly										
Oct	Jan	Mar	May															
			819															

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: High economic disadvantage (67.2%), at-risk students (38%), and mobility (18.8%) create academic and support needs. Root Cause: Economic challenges, student mobility, staffing limitations, and high class sizes make consistent individualized support difficult.
Student Achievement
Problem Statement 1: The percentage of students achieving Meets and Masters Grade Level standards in Reading and Mathematics remains below campus goals. Mathematics achievement, particularly in Grade 4, and performance among At-Risk, Economically Disadvantaged, and Special Education students continue to negatively impact overall student achievement. Root Cause: Teachers are still developing consistent implementation of high-quality Tier I instruction, standards-aligned exemplars, effective exit ticket practices, and data-driven intervention systems necessary to ensure all students achieve mastery of grade-level TEKS and accelerate academic growth.
School Culture and Climate
Problem Statement 1: While Ireland Elementary has established a positive campus culture, chronic absenteeism and behavioral challenges among a small group of students continue to impact instructional time, student engagement, and academic achievement. Root Cause: Some students require additional social-emotional, behavioral, and attendance supports to consistently engage in learning and fully benefit from the positive systems and structures established across the campus.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student achievement and growth data indicate inconsistent mastery of grade-level standards across content areas and student groups. Root Cause: Variability in instructional implementation, rigor of tasks, and effectiveness of formative assessment practices has resulted in inconsistent student mastery and academic growth.
School Organization
Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. Root Cause: Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

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: School Connectedness panorama data will increase from 53% to 57 %.

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 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: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Conduct walkthroughs and review lesson implementation to ensure students receive the required weekly 20-minute ILead SEL lesson.</td><td>ILt</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Conduct walkthroughs and review lesson implementation to ensure students receive the required weekly 20-minute ILead SEL lesson.	ILt	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Conduct walkthroughs and review lesson implementation to ensure students receive the required weekly 20-minute ILead SEL lesson.	ILt	Quarterly										
Oct	Jan	Mar	May															
								821										

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: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Monthly Luncheons will be conducted</td><td>Counselor</td><td>Monthly</td><td></td></tr></table> Title I: 2.51, 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Monthly Luncheons will be conducted	Counselor	Monthly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Monthly Luncheons will be conducted	Counselor	Monthly										
Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

822

School Culture and Climate
Problem Statement 1: While Ireland Elementary has established a positive campus culture, chronic absenteeism and behavioral challenges among a small group of students continue to impact instructional time, student engagement, and academic achievement. Root Cause: Some students require additional social-emotional, behavioral, and attendance supports to consistently engage in learning and fully benefit from the positive systems and structures established across the campus.
School Organization
Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. Root Cause: Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

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: Student daily attendance will increase from 93.1 %to 95%.

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 <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Review attendance data monthly, identify the class with the highest attendance percentage in each grade level, and coordinate monthly recognition and celebrations.</td><td>Counselor</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 Problem Statements: Demographics 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Review attendance data monthly, identify the class with the highest attendance percentage in each grade level, and coordinate monthly recognition and celebrations.	Counselor	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Review attendance data monthly, identify the class with the highest attendance percentage in each grade level, and coordinate monthly recognition and celebrations.	Counselor	Quarterly										
Oct	Jan	Mar	May															
								823										

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 <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Check Attendance Reports</td><td>Data Clerk</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 Problem Statements: Demographics 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Check Attendance Reports	Data Clerk	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Check Attendance Reports	Data Clerk	Quarterly										
Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

824

Demographics
Problem Statement 1: High economic disadvantage (67.2%), at-risk students (38%), and mobility (18.8%) create academic and support needs. Root Cause: Economic challenges, student mobility, staffing limitations, and high class sizes make consistent individualized support difficult.
School Organization
Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. Root Cause: Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

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 2027, 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%.

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: 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: Emergent Tree Team <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Checking for Social Contracts</td><td>Emergent Tree Team</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 Problem Statements: Demographics 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Checking for Social Contracts	Emergent Tree Team	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Checking for Social Contracts	Emergent Tree Team	Quarterly										
Oct	Jan	Mar	May															
								825										

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 <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Monthly walkthrough for fidelity check.</td><td>Campus Administrative Team</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Monthly walkthrough for fidelity check.	Campus Administrative Team	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Monthly walkthrough for fidelity check.	Campus Administrative Team	Quarterly										
Oct	Jan	Mar	May															



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: High economic disadvantage (67.2%), at-risk students (38%), and mobility (18.8%) create academic and support needs. **Root Cause:** Economic challenges, student mobility, staffing limitations, and high class sizes make consistent individualized support difficult.

School Organization

Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. **Root Cause:** Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

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 5: By May of 2027 disciplinary infractions will decrease from 10% of the student population to 5%.

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 Emergent Tree framework. Staff will recognize positive behavior through consistent Feedback Boards 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: Emergent Tree Committee <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Check for Fidelity of Emergent Tree by doing walkthroughs</td><td>Emergent Tree Committee</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 Problem Statements: Demographics 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Check for Fidelity of Emergent Tree by doing walkthroughs	Emergent Tree Committee	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Check for Fidelity of Emergent Tree by doing walkthroughs	Emergent Tree Committee	Quarterly										
Oct	Jan	Mar	May															
								827										

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: Students experience stronger peer relationships, emotional support, and recognition of their contributions to the school culture. Staff Responsible for Monitoring: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Conduct walkthroughs and review lesson implementation to ensure students receive the required weekly 20-minute ILead SEL lesson.</td><td>Counselor</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Conduct walkthroughs and review lesson implementation to ensure students receive the required weekly 20-minute ILead SEL lesson.	Counselor	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Conduct walkthroughs and review lesson implementation to ensure students receive the required weekly 20-minute ILead SEL lesson.	Counselor	Quarterly										
Oct	Jan	Mar	May															

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

828



No Progress



Accomplished



Continue/Modify



Discontinue

828

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: High economic disadvantage (67.2%), at-risk students (38%), and mobility (18.8%) create academic and support needs. Root Cause: Economic challenges, student mobility, staffing limitations, and high class sizes make consistent individualized support difficult.
School Organization
Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. Root Cause: Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

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 6: By May 2027, favorable Panorama Sense of Belonging results will increase from 53% to 60%.

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

Strategy 1 Details					Reviews													
Strategy 1: The counselor will facilitate friendship groups and Lunch Buddies for students needing additional peer connections and support. Strategy's Expected Result/Impact: Students will develop positive peer relationships and an increased sense of belonging. Staff Responsible for Monitoring: Counselor <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Counselor will identify students and conduct friendship groups and Lunch Buddies to build positive peer relationships.</td><td>Counselor</td><td>Monthly</td><td></td></tr></table> Title I: 2.51, 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Counselor will identify students and conduct friendship groups and Lunch Buddies to build positive peer relationships.	Counselor	Monthly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Counselor will identify students and conduct friendship groups and Lunch Buddies to build positive peer relationships.	Counselor	Monthly										
Oct	Jan	Mar	May															
								829										

Strategy 2 Details					Reviews													
Strategy 2: Teachers will conduct regular student check-ins and intentionally connect students with a trusted adult on campus. Strategy's Expected Result/Impact: Students will feel known, supported, and connected to adults at school. Staff Responsible for Monitoring: Teacher/Counselor <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Teachers will conduct student check-ins and identify students needing additional adult connection or support.</td><td>Teacher/Counselor</td><td>Monthly</td><td></td></tr></table> Title I: 2.51, 2.53 Problem Statements: School Culture and Climate 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Teachers will conduct student check-ins and identify students needing additional adult connection or support.	Teacher/Counselor	Monthly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Teachers will conduct student check-ins and identify students needing additional adult connection or support.	Teacher/Counselor	Monthly										
Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 6 Problem Statements:

830

School Culture and Climate
Problem Statement 1: While Ireland Elementary has established a positive campus culture, chronic absenteeism and behavioral challenges among a small group of students continue to impact instructional time, student engagement, and academic achievement. Root Cause: Some students require additional social-emotional, behavioral, and attendance supports to consistently engage in learning and fully benefit from the positive systems and structures established across the campus.

Board Goal 4: Classroom Excellence

Performance Objective 1: By May of 2027 disciplinary infractions will decrease from 10% of the student population to 5%

Evaluation Data Sources: Focus Discipline Reports

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: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Conduct walkthroughs and review lesson implementation to ensure students receive the required weekly 20-minute ILead SEL lesson.</td><td>Counselor</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Conduct walkthroughs and review lesson implementation to ensure students receive the required weekly 20-minute ILead SEL lesson.	Counselor	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Conduct walkthroughs and review lesson implementation to ensure students receive the required weekly 20-minute ILead SEL lesson.	Counselor	Quarterly										
Oct	Jan	Mar	May															
								831										

Strategy 2 Details					Reviews													
Strategy 2: Schoolwide expectations will be explicitly taught and reinforced using Emergent Tree framework. Staff will recognize positive behavior through consistent Feedback Boards 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: Emergent Tree Committee <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Check for Fidelity of Emergent Tree by doing walkthroughs</td><td>Emergent Tree Committee</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 Problem Statements: Demographics 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Check for Fidelity of Emergent Tree by doing walkthroughs	Emergent Tree Committee	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Check for Fidelity of Emergent Tree by doing walkthroughs	Emergent Tree Committee	Quarterly										
Oct	Jan	Mar	May															

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

832

Demographics
Problem Statement 1: High economic disadvantage (67.2%), at-risk students (38%), and mobility (18.8%) create academic and support needs. Root Cause: Economic challenges, student mobility, staffing limitations, and high class sizes make consistent individualized support difficult.
School Organization
Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. Root Cause: Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

Board Goal 4: Classroom Excellence

Performance Objective 2: Student daily attendance will increase from 91.2 %to 95%.

Evaluation Data Sources: Focus Attendance Reports

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: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td></td><td>ILt</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1		ILt	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1		ILt	Quarterly										
Oct	Jan	Mar	May															
								833										

Strategy 2 Details					Reviews													
Strategy 2: Implement a monthly attendance recognition and celebration program to promote consistent student attendance. Each month, the class in each grade level with the highest attendance percentage will be recognized and rewarded with a special classroom celebration. Strategy's Expected Result/Impact: Increase student motivation and family awareness regarding the importance of daily attendance, contributing to the campus goal of increasing student attendance from 91.2% to 95%. Staff Responsible for Monitoring: Counselor <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Review attendance data monthly, identify the class with the highest attendance in each grade level, and coordinate monthly recognition and celebrations.</td><td>Counselor</td><td>Monthly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Review attendance data monthly, identify the class with the highest attendance in each grade level, and coordinate monthly recognition and celebrations.	Counselor	Monthly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Review attendance data monthly, identify the class with the highest attendance in each grade level, and coordinate monthly recognition and celebrations.	Counselor	Monthly										
Oct	Jan	Mar	May															



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, 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.

Evaluation Data Sources: Teachers will feel supported

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: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Coaching cycles for teachers.</td><td>ILT</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Coaching cycles for teachers.	ILT	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Coaching cycles for teachers.	ILT	Quarterly										
Oct	Jan	Mar	May															
								835										

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: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Teacher of the Month announced during monthly Faculty meeting</td><td>ILT</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 Problem Statements: Demographics 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Teacher of the Month announced during monthly Faculty meeting	ILT	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Teacher of the Month announced during monthly Faculty meeting	ILT	Quarterly										
Oct	Jan	Mar	May															



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: High economic disadvantage (67.2%), at-risk students (38%), and mobility (18.8%) create academic and support needs. **Root Cause:** Economic challenges, student mobility, staffing limitations, and high class sizes make consistent individualized support difficult.

School Organization

Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. **Root Cause:** Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

Board Goal 5: Culture of Excellence

Performance Objective 1: School Connectedness panorama data will increase from 53% to 57%.

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: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Conduct walkthroughs and review lesson implementation to ensure students receive the required weekly 20-minute ILead SEL lesson.</td><td>Counselor</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Conduct walkthroughs and review lesson implementation to ensure students receive the required weekly 20-minute ILead SEL lesson.	Counselor	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Conduct walkthroughs and review lesson implementation to ensure students receive the required weekly 20-minute ILead SEL lesson.	Counselor	Quarterly										
Oct	Jan	Mar	May															
								837										

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: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Monthly Mustang of the Month Luncheons</td><td>Counselor</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Monthly Mustang of the Month Luncheons	Counselor	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Monthly Mustang of the Month Luncheons	Counselor	Quarterly										
Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

838

School Culture and Climate
Problem Statement 1: While Ireland Elementary has established a positive campus culture, chronic absenteeism and behavioral challenges among a small group of students continue to impact instructional time, student engagement, and academic achievement. Root Cause: Some students require additional social-emotional, behavioral, and attendance supports to consistently engage in learning and fully benefit from the positive systems and structures established across the campus.
School Organization
Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. Root Cause: Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, 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,

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 <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Plan, advertise, and conduct two Family Academic Nights; review attendance and parent feedback to determine effectiveness and future needs.</td><td>Campus Administration</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 Problem Statements: School Culture and Climate 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Plan, advertise, and conduct two Family Academic Nights; review attendance and parent feedback to determine effectiveness and future needs.	Campus Administration	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Plan, advertise, and conduct two Family Academic Nights; review attendance and parent feedback to determine effectiveness and future needs.	Campus Administration	Quarterly										
Oct	Jan	Mar	May															
								839										

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: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td></td><td>ILT</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1		ILT	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1		ILT	Quarterly										
Oct	Jan	Mar	May															



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 1: While Ireland Elementary has established a positive campus culture, chronic absenteeism and behavioral challenges among a small group of students continue to impact instructional time, student engagement, and academic achievement. **Root Cause:** Some students require additional social-emotional, behavioral, and attendance supports to consistently engage in learning and fully benefit from the positive systems and structures established across the campus.

School Organization

Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. **Root Cause:** Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2027, 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%.

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: Emergent Tree Team <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Checking for Social Contracts</td><td>Emergent Tree Team</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 Problem Statements: Demographics 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Checking for Social Contracts	Emergent Tree Team	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Checking for Social Contracts	Emergent Tree Team	Quarterly										
Oct	Jan	Mar	May															
								841										

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 <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Walkthrough to ensure class jobs are posted.</td><td>Campus Administrative Team</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Walkthrough to ensure class jobs are posted.	Campus Administrative Team	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Walkthrough to ensure class jobs are posted.	Campus Administrative Team	Quarterly										
Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: High economic disadvantage (67.2%), at-risk students (38%), and mobility (18.8%) create academic and support needs. Root Cause: Economic challenges, student mobility, staffing limitations, and high class sizes make consistent individualized support difficult.
School Organization
Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. Root Cause: Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

Ector County Independent School District

Lamar Early Education Center

2026-2027 Board Goals/Performance Objectives/Strategies



843

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 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 the end of the 2026-2027 school year, at least 75% of Lamar students will demonstrate sufficient growth to be identified as on track in Mathematics on the end-of-year CLI assessment

Indicators of Success:

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

Evaluation Data Sources: CLI BOY, MOY, and EOY Assessment Data; district-developed nine-week Prekindergarten Checkpoints; classroom formative assessments; student work samples; PLC data-review documentation

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide daily, developmentally appropriate mathematics instruction and activities aligned to the Texas Prekindergarten Guidelines and Frog Street curriculum, with intentional instruction in rote counting, shape identification, counting sets, number relationships, and simple addition and subtraction. Strategy's Expected Result/Impact: Students will develop a strong foundation in early math skills. Staff Responsible for Monitoring: Teachers Title I: 2.51 Problem Statements: Student Achievement 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teachers will incorporate hands-on learning opportunities using manipulatives, math centers, games, movement, songs, and real-world problem-solving activities to develop students' mathematical understanding and number sense Strategy's Expected Result/Impact: Students will actively engage in daily mathematical activities leading to deeper understanding of math concepts. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51 Problem Statements: Student Achievement 1	Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Teachers will engage families by sharing math activities and resources through weekly Homework page and Seesaw. Strategy's Expected Result/Impact: Families will reinforce foundational math skills at home, increasing student practice and growth in early mathematics skills. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1		Formative			Summative
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Strategy 4 Details		Reviews			
Strategy 4: The Title 1 instructional aide will provide targeted small-group mathematics instruction to students identified through CLI data as needing additional support in early mathematical skills. Strategy's Expected Result/Impact: Students receiving targeted intervention will demonstrate accelerated growth in early mathematics skills. Staff Responsible for Monitoring: Teachers, Administrator, Title 1 Instructional Aide Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Title 1 Teaching Assistant - Title One School-wide - \$30,000		Formative			Summative
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Strategy 5 Details		Reviews			
Strategy 5: Teachers will complete the district-developed Prekindergarten Checkpoint every nine weeks to document individual student progress in foundational mathematics skills. Teachers will analyze Checkpoint results along with CLI and classroom formative assessment data during PLCs to identify student strengths and needs, adjust Tier I instruction, and plan targeted small-group support. Strategy's Expected Result/Impact: Nine-week Checkpoint data, CLI data, and classroom formative assessments will provide ongoing evidence of student progress toward end-of-year mathematics expectations. Students not demonstrating expected progress will receive adjusted or intensified instructional support based on identified needs. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

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Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Although students demonstrate significant growth during the Prekindergarten year, end-of-year CLI data indicate that not all students achieve on-track performance in foundational literacy and mathematics. Root Cause: Lamar serves a diverse population of students with a wide range of developmental needs, including many students entering Prekindergarten with limited school readiness skills and a high number of students receiving special education services. These varying readiness levels require differentiated instruction and targeted interventions to ensure all students achieve end-of-year expectations.

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 2026-2027 school year, at least 65% of Lamar students will demonstrate sufficient growth to be identified as on track in Phonological Awareness skills, on the end-of-year CLI assessment.

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

Evaluation Data Sources: CLI BOY, MOY, and EOY Assessment Data; district-developed nine-week Prekindergarten Checkpoints; classroom formative assessments; student work samples; PLC data-review documentation.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement daily, research-based phonological awareness instruction aligned with the Pre-K Guidelines and the Frog Street Press curriculum. Strategy's Expected Result/Impact: Students will demonstrate increased confidence and proficiency in early literacy skills, providing a strong foundation for future reading success. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Teachers will analyze CLI Phonological Awareness data, district-developed nine-week Prekindergarten Checkpoint data, and classroom formative assessment data during PLCs to identify student strengths and needs, adjust Tier I instruction, and provide targeted small-group intervention. Students not demonstrating expected progress will receive adjusted or intensified instructional support. Strategy's Expected Result/Impact: Ongoing analysis of multiple data sources will support timely, data-driven instructional decisions and targeted intervention, resulting in measurable student growth and progress toward the EOY goal of at least 65% of students being identified as on track in Phonological Awareness. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Teachers will engage families by sharing phonological awareness activities and resources through weekly Homework page, Seesaw and Home-to-School family projects. Strategy's Expected Result/Impact: Families will reinforce foundational literacy skills at home, increasing student practice and phonological awareness growth. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1		Formative			Summative
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Strategy 4 Details		Reviews			
Strategy 4: Teachers will complete the district-developed Prekindergarten Checkpoint every nine weeks to document individual student progress in foundational literacy skills, including skills that support phonological awareness development. Teachers will use Checkpoint results, along with CLI and classroom assessment data, to identify areas of strength and need, adjust instruction, and plan targeted small-group support. Strategy's Expected Result/Impact: Nine-week Checkpoint data will provide ongoing evidence of student literacy development and help teachers identify students needing additional support between CLI assessment windows, allowing for timely instructional adjustments and targeted intervention. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Achievement 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

851

Student Achievement
Problem Statement 1: Although students demonstrate significant growth during the Prekindergarten year, end-of-year CLI data indicate that not all students achieve on-track performance in foundational literacy and mathematics. Root Cause: Lamar serves a diverse population of students with a wide range of developmental needs, including many students entering Prekindergarten with limited school readiness skills and a high number of students receiving special education services. These varying readiness levels require differentiated instruction and targeted interventions to ensure all students achieve end-of-year expectations.

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 2027, at least 80% of Prekindergarten students will demonstrate age-appropriate scientific thinking by making predictions, participating in simple investigations, and communicating observations or findings through oral language, drawings, or emergent writing, as measured through teacher observations and student work samples.

Evaluation Data Sources: Teacher Observations; Student Work Samples; Lesson Plans; Campus Walkthroughs

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide regular opportunities for students to participate in developmentally appropriate cause-and-effect experiments and simple investigations that encourage students to make predictions, test ideas, observe outcomes, and discuss results. Strategy's Expected Result/Impact: Students will demonstrate growth in scientific thinking and problem-solving by making educated predictions, testing their ideas, observing results, and comparing outcomes with their original predictions. Student growth will be documented through teacher observations and student work samples. Staff Responsible for Monitoring: Teachers and Administrator 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: Teachers will intentionally incorporate developmentally appropriate Science Center activities and hands-on exploration throughout the instructional week to promote inquiry, observation, questioning, problem-solving, and scientific thinking. Strategy's Expected Result/Impact: Lesson plans and campus walkthroughs will demonstrate consistent opportunities for hands-on science learning, while teacher observations and student work samples will demonstrate growth in scientific vocabulary, inquiry, prediction, and communication skills. Staff Responsible for Monitoring: Teachers and Administrator 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
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will intentionally provide regular opportunities for students to observe, ask questions, make predictions, describe changes, and discuss discoveries during science instruction, classroom centers, outdoor learning, and other authentic learning experiences. Strategy's Expected Result/Impact: By May 2027, teacher observations and student work samples will demonstrate increased student ability to use age-appropriate inquiry skills, including questioning, predicting, observing, and communicating findings. Staff Responsible for Monitoring: Teachers and Administrator 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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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Students have limited opportunities to engage in intentional, developmentally appropriate learning experiences that promote exploration, investigation, creativity, problem-solving, and higher-level thinking. **Root Cause:** Because Prekindergarten is the first formal school experience for many Lamar students, children enter with varying levels of developmental readiness, prior experiences, and exposure to academic and play-based learning opportunities. These differences create a need for intentional, differentiated, hands-on learning experiences that meet students at their individual levels of development.

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 2027, Lamar students will demonstrate growth in the Pre-Reading skill of letter-sound correspondence, resulting in at least 80% of students being identified as on track on the end-of-year CLI assessment.

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

Evaluation Data Sources: CLI BOY, MOY, and EOY Letter-Sound Correspondence Assessment Data; District-Developed Nine-Week Prekindergarten Checkpoints; Classroom Formative Assessments; Student Work Samples; PLC Data Review Documentation.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement daily, multi-sensory, developmentally appropriate letter-sound correspondence instruction. Strategy's Expected Result/Impact: Students will develop a strong understanding of letter-sound relationships, increasing early reading readiness and performance on the CLI assessment. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
				855

Strategy 2 Details		Reviews			
Strategy 2: Teachers will incorporate letter-sound correspondence into classroom routines, literacy centers, shared reading, writing activities, songs, and transitions to provide students with frequent opportunities for practice. Strategy's Expected Result/Impact: Students will strengthen letter-sound correspondence through repeated practice in meaningful learning experiences, leading to increased mastery of foundational literacy skills. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: Teachers will analyze CLI Letter-Sound Correspondence data, district-developed nine-week Prekindergarten Checkpoint data, and classroom formative assessment data during PLCs to identify student strengths and needs, adjust Tier I instruction, and provide targeted small-group intervention. Students not demonstrating expected progress will receive adjusted or intensified instructional support. Strategy's Expected Result/Impact: Ongoing analysis of multiple data sources will support timely, targeted instruction and intervention, resulting in measurable student growth and progress toward the EOY goal of at least 80% of students being identified as on track in Letter-Sound Correspondence. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1		Formative			Summative
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Strategy 4 Details		Reviews			
Strategy 4: Teachers will complete the district-developed Prekindergarten Checkpoint every nine weeks to document individual student progress in letter knowledge and letter-sound development. Teachers will use Checkpoint results, along with CLI and classroom assessment data, to monitor progress toward end-of-year expectations and provide targeted instruction based on identified student needs. Strategy's Expected Result/Impact: Nine-week Checkpoint data will provide ongoing evidence of student progress in letter-sound development, allowing teachers to identify students who are not demonstrating expected growth and adjust instruction or intervention before the next CLI assessment window. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Achievement 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

857

Student Achievement
Problem Statement 1: Although students demonstrate significant growth during the Prekindergarten year, end-of-year CLI data indicate that not all students achieve on-track performance in foundational literacy and mathematics. Root Cause: Lamar serves a diverse population of students with a wide range of developmental needs, including many students entering Prekindergarten with limited school readiness skills and a high number of students receiving special education services. These varying readiness levels require differentiated instruction and targeted interventions to ensure all students achieve end-of-year expectations.

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 2027, monolingual and bilingual Prekindergarten students will demonstrate accelerated growth in the pre-reading skill of alliteration, with at least 45% meeting the on track benchmark on the end-of-year CLI assessment.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, 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 BOY, MOY, and EOY Alliteration Assessment Data; District-Developed Nine-Week Prekindergarten Checkpoints; Classroom Observations; Informal Literacy Assessments; Student Work Samples; PLC Data Review Documentation

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement daily, developmentally appropriate instruction in alliteration to include songs, finger plays, nursery rhymes, picture cards, and oral language activities to support students to identify and generate words with the same beginning sound. Strategy's Expected Result/Impact: Students will strengthen beginning sound awareness and develop foundational phonological awareness skills that support early reading success. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
				858

Strategy 2 Details		Reviews			
Strategy 2: Teachers will intentionally incorporate alliteration activities into classroom routines, transitions, read-alouds, literacy centers, and small-group instruction to provide students with frequent opportunities to hear, identify, and use words with the same beginning sound. Strategy's Expected Result/Impact: Students will improve their ability to recognize and produce alliteration through consistent, meaningful practice, resulting in increased performance on the CLI assessment. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: Teachers will analyze CLI Alliteration data along with district-developed nine-week Prekindergarten Checkpoint data, classroom observations, and informal literacy assessments during PLCs to identify student strengths and needs, adjust Tier I instruction, and provide targeted small-group phonological awareness intervention. Students not demonstrating expected progress will receive adjusted or intensified instructional support. Strategy's Expected Result/Impact: Ongoing analysis of multiple data sources will support timely, targeted instruction and intervention, resulting in measurable student growth and progress toward the EOY goal of at least 45% of monolingual and bilingual students being identified as on track in Alliteration. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1		Formative			Summative
		Oct	Jan	Mar	May
					859
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: Although students demonstrate significant growth during the Prekindergarten year, end-of-year CLI data indicate that not all students achieve on-track performance in foundational literacy and mathematics. **Root Cause:** Lamar serves a diverse population of students with a wide range of developmental needs, including many students entering Prekindergarten with limited school readiness skills and a high number of students receiving special education services. These varying readiness levels require differentiated instruction and targeted interventions to ensure all students achieve end-of-year expectations.

860

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 2026-2027 school year, Lamar Early Education Center will increase its average daily attendance rate from 91.2% to 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: Weekly and Monthly Attendance Reports; Average Daily Attendance Data; Chronic Absenteeism Data; Family Contact Documentation; Attendance Conference Documentation

Strategy 1 Details	Reviews			
Strategy 1: Teachers, the Attendance Clerk, Guidance Apprentice, and Administrator will monitor student attendance weekly using a tiered response system. All families will receive universal attendance education and support. Students developing patterns of absence will receive individualized family communication and problem-solving support. Students with persistent attendance concerns will receive an individualized attendance conference and connection to appropriate campus, district, or community resources when barriers are identified. Strategy's Expected Result/Impact: Attendance concerns will be identified and addressed early through increasingly individualized levels of support. Weekly and monthly attendance data will be reviewed to monitor progress toward the campus goal of at least 92.5% average daily attendance and to identify students requiring additional intervention. Staff Responsible for Monitoring: Clerk, Teachers, Guidance Apprentice, Administrator Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: The campus will provide ongoing education to families regarding the importance of regular Prekindergarten attendance through Parent Orientation, family engagement events, newsletters, Seesaw, social media, individual communication, and attendance conferences. Strategy's Expected Result/Impact: Families will demonstrate increased understanding of the connection between regular attendance, school readiness, and student success, contributing to improved student attendance patterns. Staff Responsible for Monitoring: Clerk, Teachers, Guidance Apprentice, 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
Strategy 3 Details		Reviews			
Strategy 3: The campus will implement weekly, monthly, and semester attendance recognition opportunities that celebrate excellent attendance as well as meaningful improvement in individual student and classroom attendance. Strategy's Expected Result/Impact: Attendance recognition will reinforce the importance of regular school attendance and provide positive reinforcement for students and families demonstrating excellent or improved attendance. Attendance data will be reviewed to determine progress toward the campus attendance goal. Staff Responsible for Monitoring: Clerk, Guidance Apprentice, Teachers, Administrator Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1		Formative			Summative
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Strategy 4 Details		Reviews			
Strategy 4: The campus will provide accessible and engaging family involvement opportunities designed to strengthen relationships between families and school staff, increase school connectedness, and provide opportunities to identify and address barriers that may affect regular attendance. Strategy's Expected Result/Impact: Stronger family-school relationships will increase family connection to the campus and provide additional opportunities for staff to identify and respond to barriers affecting student attendance. Staff Responsible for Monitoring: Clerk, Guidance Apprentice, Teachers, Administrator TEA Priorities: Improve low-performing schools Problem Statements: Family and Community Engagement 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: In spite of steady progress in attendance, Lamar's average daily attendance rate of 91.2% remains below the state average and the district goal of 95%. Root Cause: Families who feel less connected to school culture or who are new to structured school environments may have reduced urgency around daily attendance. Root 863
Family and Community Engagement
Problem Statement 1: Although Lamar has cultivated a welcoming School Family and provides a variety of family engagement opportunities, parent participation and involvement remain inconsistent, creating a need to strengthen authentic partnerships that support student learning, attendance, and school readiness. Root Cause: As a Prekindergarten campus, many families are just beginning their formal school journey and face barriers such as lack of transportation, communication barriers, and time constraints that limit participation.

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 May 2027, 100% of classrooms will consistently implement Lamar's School-Wide Conscious Discipline Agreements--Be Safe, Be Helpful, and Be a S.T.A.R.--as evidenced through monthly campus walkthroughs using a Conscious Discipline implementation checklist.

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: Monthly Conscious Discipline Implementation Walkthrough Checklist; Coaching Documentation; Administrative Observations.

Strategy 1 Details	Reviews			
Strategy 1: Teachers, Instructional Facilitators, Instructional Assistants, Guidance Apprentice, and Administrator will receive ongoing Conscious Discipline training, coaching, modeling, and collaborative reflection. Conscious Discipline implementation will be monitored at least monthly through campus walkthroughs using an implementation checklist that includes observable School Family structures and practices such as Brain Smart Start, greetings, Wish Well, Safe Place implementation, visual routines, composure strategies, and developmentally appropriate responses to student behavior. Strategy's Expected Result/Impact: By May 2027, 100% of classrooms will demonstrate consistent implementation of identified campus-wide Conscious Discipline expectations. Classrooms needing additional support will receive modeling, coaching, feedback, and follow-up walkthroughs to support consistent implementation. Staff Responsible for Monitoring: Teachers, Administrator and Guidance Apprentice Title I: 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: School Culture and Climate 1 Funding Sources: Conscious Discipline Coaching, Training and Workshops - Title One School-wide - \$25,682	Formative			Summative
	Oct	Jan	Mar	May
				864

Strategy 2 Details	Reviews			
Strategy 2: The Guidance Apprentice will provide weekly, developmentally appropriate, play-based guidance lessons that explicitly teach self-regulation, emotional awareness, problem-solving, relationship-building, and the campus School-Wide Agreements. Strategy's Expected Result/Impact: Students will demonstrate increased use of age-appropriate self-regulation, problem-solving, and relationship skills as evidenced through classroom observations, teacher feedback, guidance documentation, and behavior data. Staff Responsible for Monitoring: Guidance Apprentice, Administrator 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
Strategy 3 Details	Reviews			
Strategy 3: Teachers, the Guidance Apprentice, and Administrator will collaboratively develop, teach, and consistently use school-wide routine books and visual expectation supports to provide common language and expectations for daily routines and behaviors across the campus. Strategy's Expected Result/Impact: Campus walkthroughs will demonstrate consistent use of school-wide routine supports, and students will demonstrate increased independence and ability to follow campus routines and expectations across settings. Staff Responsible for Monitoring: Teachers, Guidance Apprentice, Administrator 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
				865
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Lamar has developed a strong, relationship-centered culture through Conscious Discipline; however, ongoing efforts are needed to deepen staff belonging, strengthen family partnerships, and maintain consistent implementation of school-wide practices that support a safe, connected, and collaborative School Family. Root Cause: While Conscious Discipline has been successfully introduced and embraced as a foundation for school culture, implementation varies across classrooms and staff due to differences in training depth, ongoing coaching support, and opportunities for collaborative reflection.

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 2027, 100% of classrooms will consistently demonstrate identified relationship-building practices that promote a safe, caring, and connected learning environment, as evidenced through weekly walkthroughs, lesson plans, and classroom observations. Classrooms needing additional support will receive coaching and follow-up.

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: Weekly Campus Walkthroughs; Classroom Observations; Lesson Plans; Conscious Discipline Implementation Data; Coaching and Follow-Up Documentation

Strategy 1 Details	Reviews			
Strategy 1: Teachers will consistently implement daily Conscious Discipline connection rituals, including Brain Smart Start and Wish Well, to intentionally build relationships, support regulation, and strengthen the classroom School Family. Strategy's Expected Result/Impact: Weekly walkthroughs will demonstrate consistent implementation of identified connection rituals, and students will demonstrate increased engagement, belonging, self-regulation, and positive relationships with adults and peers. Staff Responsible for Monitoring: Teachers and Administrator 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
				866

Strategy 2 Details	Reviews			
Strategy 2: Teachers will maintain ongoing, positive, two-way communication with families through Seesaw, conferences, phone calls, campus events, and other appropriate communication methods to strengthen the partnership between home and school. Strategy's Expected Result/Impact: Communication documentation and family feedback will demonstrate consistent opportunities for two-way communication, increased family connection, and strengthened collaboration between families and school staff. Staff Responsible for Monitoring: Teachers and Administrator 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
Strategy 3 Details	Reviews			
Strategy 3: Students and staff will participate in a monthly campus-wide Brain Smart Start designed to strengthen relationships, celebrate the School Family, reinforce school-wide expectations, and practice social-emotional skills. Strategy's Expected Result/Impact: Monthly participation and administrative observations will demonstrate consistent opportunities for school-wide connection, with staff and students reinforcing common language and practices related to safety, connection, belonging, and self-regulation. Staff Responsible for Monitoring: Administrator, Guidance Apprentice, Teachers 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
				867
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: Lamar has developed a strong, relationship-centered culture through Conscious Discipline; however, ongoing efforts are needed to deepen staff belonging, strengthen family partnerships, and maintain consistent implementation of school-wide practices that support a safe, connected, and collaborative School Family. Root Cause: While Conscious Discipline has been successfully introduced and embraced as a foundation for school culture, implementation varies across classrooms and staff due to differences in training depth, ongoing coaching support, and opportunities for collaborative reflection.

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, at least 3 of Lamar's 7 Instructional Facilitators will obtain teacher certification, increasing the number of certified instructional staff and strengthening campus instructional capacity.

Evaluation Data Sources: Teacher Certification Records; Certification Program Progress; Certification Testing Completion; Administrator and Teacher of Record Progress-Monitoring Documentation

Strategy 1 Details	Reviews			
Strategy 1: Instructional Facilitators will receive ongoing mentoring and instructional coaching from their Teacher of Record and Administrator to strengthen Tier I instruction and support successful completion of teacher certification requirements. Strategy's Expected Result/Impact: Instructional Facilitators will demonstrate increased instructional knowledge and classroom effectiveness while making documented progress toward individual certification milestones. Staff Responsible for Monitoring: Administrator, Teacher of Record for I.F. Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May
				868
Strategy 2 Details	Reviews			
Strategy 2: At least once each grading period, the Administrator will meet with each Instructional Facilitator and Teacher of Record to review certification progress, including coursework completion, testing requirements, scheduled certification exams, completed milestones, barriers to progress, and needed support. Strategy's Expected Result/Impact: Each Instructional Facilitator will have clearly identified next steps toward certification, and regular monitoring will allow barriers to be addressed promptly in support of the campus goal of at least 3 Instructional Facilitators obtaining certification by May 2027. Staff Responsible for Monitoring: Administrator and Teacher of Record TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Instructional Facilitators will actively participate in weekly PLCs, collaborative planning, data analysis, and professional learning alongside certified teachers to strengthen standards-based Tier I instruction and professional practice. Strategy's Expected Result/Impact: PLC participation, walkthrough data, and coaching observations will demonstrate increased instructional consistency and implementation of high-quality Tier I practices while supporting certification readiness. Staff Responsible for Monitoring: Administrator and Teacher of Record Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Staff Quality, Recruitment, and Retention 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention	869
Problem Statement 1: Lamar Pre-K has seven Instructional Facilitators who have at least a Bachelor's degree, and are actively pursuing teacher certification. While these staff members provide valuable instructional support, the varying levels of certification and instructional experience often result in inconsistent implementation of high-quality Tier I instruction across classrooms. Root Cause: The campus relies on the Instructional Facilitators to meet staffing needs in an early childhood setting. Because many are still completing certification requirements and developing instructional expertise, they require ongoing coaching, mentoring, and professional learning to consistently deliver high-quality, standards-based instruction.	

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, Prekindergarten students will demonstrate increased age-appropriate self-regulation and positive behavior skills, resulting in at least a 75% reduction in major behavioral incidents requiring administrative intervention when compared to the 2025-2026 campus baseline.

Evaluation Data Sources: 2025-2026 Baseline Behavior Data; Administrator Behavior Log; Classroom Behavior Documentation; Guidance Data; Campus Walkthrough Observations

Strategy 1 Details	Reviews			
Strategy 1: Teachers will consistently teach and implement Conscious Discipline practices, including Brain Smart Start, I Love You Rituals, Safe Place, Wish Well, visual supports, and positive behavior coaching to explicitly develop self-regulation, emotional awareness, problem-solving, and relationship skills. Strategy's Expected Result/Impact: Campus walkthrough observations and behavior data will demonstrate consistent implementation of Conscious Discipline practices and a decrease in major behavioral incidents requiring administrative intervention compared to the 2025-2026 baseline. Staff Responsible for Monitoring: Teachers, Administrator Title I: 2.53 - 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
				870
Strategy 2 Details	Reviews			
Strategy 2: Teachers, the Guidance Apprentice, and Administrator will partner with families by sharing practical Conscious Discipline strategies, behavior supports, and social-emotional learning resources through Seesaw, Parent Powers & Skills Academy, conferences, family workshops, and individualized communication as needed. Strategy's Expected Result/Impact: Family feedback and communication documentation will demonstrate increased access to strategies that support self-regulation and positive behavior at home, strengthening consistency between home and school. Staff Responsible for Monitoring: Teachers, Guidance Apprentice and Administrator ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Teachers will intentionally greet every student at the classroom door each day using developmentally appropriate connection rituals to build relationships, assess student emotional state, support regulation, and establish a positive beginning to the instructional day. Strategy's Expected Result/Impact: Campus walkthroughs will demonstrate consistent daily greetings across classrooms, supporting student connection, emotional readiness, self-regulation, and positive classroom behavior. Staff Responsible for Monitoring: Teachers and Administrator 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
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

School Culture and Climate	871
Problem Statement 1: Lamar has developed a strong, relationship-centered culture through Conscious Discipline; however, ongoing efforts are needed to deepen staff belonging, strengthen family partnerships, and maintain consistent implementation of school-wide practices that support a safe, connected, and collaborative School Family. Root Cause: While Conscious Discipline has been successfully introduced and embraced as a foundation for school culture, implementation varies across classrooms and staff due to differences in training depth, ongoing coaching support, and opportunities for collaborative reflection.	

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, Lamar Early Education Center will increase its average daily attendance rate from 91.2% to at least 92.5% through early identification of attendance concerns, tiered family support, attendance education, and positive recognition.

Evaluation Data Sources: Weekly and Monthly Attendance Reports; Average Daily Attendance Data; Chronic Absenteeism Data; Family Contact Documentation; Attendance Conference Documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers, the Attendance Clerk, Guidance Apprentice, and Administrator will monitor student attendance weekly using a tiered response system. All families will receive universal attendance education and support. Students developing patterns of absence will receive individualized family communication and problem-solving support. Students with persistent attendance concerns will receive an individualized attendance conference and connection to appropriate campus, district, or community resources when barriers are identified. Strategy's Expected Result/Impact: Attendance concerns will be identified and addressed early through increasingly individualized levels of support. Weekly and monthly attendance data will be reviewed to monitor progress toward the campus goal of at least 92.5% average daily attendance and to identify students requiring additional intervention. Staff Responsible for Monitoring: Attendance Clerk, Administrator, Guidance Apprentice, Teachers Title I: 2.52 - TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1				872

Strategy 2 Details		Reviews			
Strategy 2: The campus will provide ongoing education to families regarding the importance of regular Prekindergarten attendance through Parent Orientation, family engagement events, newsletters, Seesaw, social media, individual communication, and attendance conferences. Strategy's Expected Result/Impact: Families will demonstrate increased understanding of the connection between regular attendance, school readiness, and student success, contributing to improved student attendance patterns. Staff Responsible for Monitoring: Administrator, Clerk, Guidance Apprentice, Teachers 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

 No Progress
  Accomplished
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Performance Objective 3 Problem Statements:

873

Demographics
Problem Statement 1: In spite of steady progress in attendance, Lamar's average daily attendance rate of 91.2% remains below the state average and the district goal of 95%. Root Cause: Families who feel less connected to school culture or who are new to structured school environments may have reduced urgency around daily attendance.

Board Goal 4: Classroom Excellence

Performance Objective 4: By May 2027, 100% of Prekindergarten classrooms will consistently implement high-quality, developmentally appropriate hands-on learning experiences that promote exploration, investigation, creativity, problem-solving, oral language, student choice, and higher-level thinking, as evidenced through weekly campus walkthroughs and lesson plans.

Evaluation Data Sources: Weekly Campus Walkthroughs; Lesson Plans; Student Work Samples; Classroom Observations; PLC Planning Documentation; STEM Lab Observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will design and maintain high-quality, developmentally appropriate learning centers intentionally aligned with the Texas Prekindergarten Guidelines that provide accessible materials, student choice, purposeful play, oral-language opportunities, problem-solving, creativity, collaboration, and increasing student independence. Strategy's Expected Result/Impact: Weekly campus walkthroughs will demonstrate that 100% of classrooms provide developmentally appropriate learning centers that meet identified campus instructional expectations. Teachers needing additional support will receive feedback, modeling, collaborative planning, and follow-up walkthroughs. Staff Responsible for Monitoring: Administrator and Teachers Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1				874

Strategy 2 Details		Reviews			
Strategy 2: Teachers will intentionally integrate available technology, including iPads, Promethean Boards, developmentally appropriate applications, and STEM Lab resources, into hands-on learning experiences when technology enhances exploration, creativity, communication, problem-solving, collaboration, or student demonstration of learning. Strategy's Expected Result/Impact: Campus walkthroughs, lesson plans, and STEM Lab observations will demonstrate increased and developmentally appropriate integration of technology as a tool that enhances, rather than replaces, hands-on, play-based early childhood learning. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Technology 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: During weekly PLCs, teachers will collaboratively plan developmentally appropriate learning experiences that intentionally incorporate student inquiry, purposeful play, higher-level questioning, exploration, active learning, and appropriate technology integration based on identified student needs and the Texas Prekindergarten Guidelines. Strategy's Expected Result/Impact: PLC documentation, lesson plans, and campus walkthrough data will demonstrate increased instructional consistency and quality across classrooms. Campus leadership will use walkthrough findings to identify areas for additional coaching, modeling, or professional learning. Staff Responsible for Monitoring: Teachers and Administrator Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
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Performance Objective 4 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Students have limited opportunities to engage in intentional, developmentally appropriate learning experiences that promote exploration, investigation, creativity, problem-solving, and higher-level thinking. **Root Cause:** Because Prekindergarten is the first formal school experience for many Lamar students, children enter with varying levels of developmental readiness, prior experiences, and exposure to academic and play-based learning opportunities. These differences create a need for intentional, differentiated, hands-on learning experiences that meet students at their individual levels of development.

Technology

Problem Statement 1: Technology resources are readily available; however, opportunities to consistently incorporate technology into developmentally appropriate, hands-on learning experiences across all classrooms need to be strengthened. **Root Cause:** Teachers have varying levels of confidence and experience integrating technology into developmentally appropriate early childhood instruction, resulting in inconsistent implementation across classrooms.

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, Lamar Early Education Center will strengthen community awareness of its high-quality, relationship-centered Prekindergarten program through intentional outreach and family engagement, resulting in an increase in enrollment of eligible students from 327 students to at least 375 students.

Evaluation Data Sources: PEIMS Enrollment Data; Campus Enrollment Reports; Prekindergarten Registration and Inquiry Data; Community Outreach Documentation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
				877

Strategy 2 Details		Reviews			
Strategy 2: The campus will intentionally communicate the value of Lamar's high-quality, relationship-centered Prekindergarten program by highlighting Conscious Discipline, School Family traditions, high instructional expectations, play-based learning, inclusion, student growth, and family engagement opportunities through recruitment and community outreach efforts. Strategy's Expected Result/Impact: Families and community members will have increased awareness of the academic, developmental, and social-emotional benefits of Lamar's Prekindergarten program. Enrollment and registration inquiry data will be monitored to determine the effectiveness of outreach efforts and progress toward the campus enrollment target. Staff Responsible for Monitoring: Administrator, Guidance Apprentice, Teachers, Clerk, Administrative Assistant, Instructional Assistants Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Organization 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue 878					

Performance Objective 1 Problem Statements:

School Organization
Problem Statement 1: The campus has experienced declining enrollment over the past several years, highlighting the need to enhance community outreach, promote the benefits of high-quality early childhood education, and strengthen recruitment efforts to increase enrollment among eligible students. Root Cause: Families often delay enrollment or choose alternative childcare and preschool options because they are unfamiliar with the academic and social-emotional benefits of a high-quality Prekindergarten program.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, at least 80% of Lamar families will participate in at least one campus family engagement activity. In addition, family feedback collected through brief surveys, exit tickets, or event feedback will indicate that at least 80% of responding families report increased knowledge, confidence, or access to strategies/resources that support their child's learning, school readiness, attendance, or social-emotional development.

Evaluation Data Sources: Family Event Sign-In Records; Family Participation Tracker; Family Surveys, Exit Tickets, and Event Feedback; VIP Volunteer Records.

Strategy 1 Details	Reviews			
Strategy 1: The campus will provide a variety of meaningful family engagement activities throughout the school year that support student learning, school readiness, attendance, child development, Conscious Discipline, and strong family-school relationships. Families will be provided opportunities to give brief feedback following selected events regarding the usefulness of the information, strategies, and resources provided. Strategy's Expected Result/Impact: At least 80% of Lamar families will participate in one or more campus family engagement activities, and at least 80% of responding families will report increased knowledge, confidence, or access to strategies and resources that support their child's development and success. Staff Responsible for Monitoring: Administrator, Teachers, Guidance Apprentice TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
				879
Strategy 2 Details	Reviews			
Strategy 2: The campus will provide family engagement opportunities at varied times and through multiple formats to increase accessibility for families. Participation data and family feedback will be reviewed throughout the year to identify barriers and determine whether adjustments are needed to better meet family needs. Strategy's Expected Result/Impact: Family participation data will demonstrate increased access to engagement opportunities, and feedback will be used to adjust future activities, scheduling, communication, and resources when needed. Staff Responsible for Monitoring: Administrator, Guidance Apprentice, Teachers ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: The campus will actively promote the Volunteer Involvement Program (VIP) and provide meaningful opportunities for family and community members to volunteer in classrooms, the library, campus events, and other appropriate school activities. Strategy's Expected Result/Impact: VIP participation records will demonstrate increased family and community involvement, and volunteer opportunities will strengthen relationships, family connectedness, and shared ownership within the Lamar School Family. Staff Responsible for Monitoring: Administrator, Library Clerk TEA Priorities: Improve low-performing schools - 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					

Performance Objective 2 Problem Statements:

Family and Community Engagement		880
Problem Statement 1: Although Lamar has cultivated a welcoming School Family and provides a variety of family engagement opportunities, parent participation and involvement remain inconsistent, creating a need to strengthen authentic partnerships that support student learning, attendance, and school readiness. Root Cause: As a Prekindergarten campus, many families are just beginning their formal school journey and face barriers such as lack of transportation, communication barriers, and time constraints that limit participation.		

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2027, Lamar Early Education Center will increase staff retention from 71.4% in 2025-2026 to at least 80% by strengthening staff belonging, recognition, communication, professional support, and opportunities for staff voice and feedback.

Evaluation Data Sources: Staff Retention Data; Staff Climate and Belonging Survey Data; Staff Feedback Surveys; Stay Interview/Check-In Documentation; Exit Feedback When Available; Staff Recognition and Engagement Documentation

Strategy 1 Details	Reviews			
Strategy 1: The campus will implement ongoing staff recognition and appreciation opportunities throughout the school year to celebrate staff contributions, accomplishments, collaboration, attendance, and positive impact on students and the Lamar School Family. Recognition will include both campus-wide and individualized opportunities designed to strengthen staff belonging and connection. Strategy's Expected Result/Impact: Staff feedback and climate data will demonstrate strong levels of belonging, appreciation, and connection to the Lamar School Family, contributing to progress toward the campus goal of at least 80% staff retention. Staff Responsible for Monitoring: Administrator TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Staff Quality, Recruitment, and Retention 2	Formative			Summative
	Oct	Jan	Mar	May
				881

Strategy 2 Details		Reviews			
Strategy 2: The Administrator will intentionally gather staff voice and feedback throughout the school year through brief surveys, individual and team check-ins, staff meetings, and informal or formal stay conversations. Feedback will be reviewed to identify trends, concerns, strengths, and factors that may affect staff morale, belonging, workload, professional support, or retention. Strategy's Expected Result/Impact: Staff feedback will be reviewed throughout the year, and identified concerns or trends will be used to guide campus decisions, communication, professional support, recognition, and other appropriate responses. Staff will have ongoing opportunities to provide input before concerns negatively affect morale or retention. Staff Responsible for Monitoring: Administrator, Guidance Apprentice, Teachers, Instructional Facilitators, Teaching Assistants TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Staff Quality, Recruitment, and Retention 2		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: The campus will provide ongoing professional support through collaborative PLCs, coaching, mentoring, professional learning, shared problem-solving, and opportunities for staff leadership and professional growth. Administrator will intentionally identify and respond to individual and team support needs throughout the school year. Strategy's Expected Result/Impact: Staff will report increased access to professional support, collaboration, and opportunities for growth and leadership. Staff feedback, climate data, and retention data will be reviewed to determine the effectiveness of campus support efforts. Staff Responsible for Monitoring: Administrator 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 2		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 2: Although Lamar Early Education Center has established a supportive, relationship-centered Adult School Family, the 2025-2026 staff retention rate of 71.4% indicates a need to strengthen staff retention through continued attention to staff belonging, recognition, communication, professional support, and opportunities for staff voice and feedback. **Root Cause:** Staff retention is influenced by multiple factors, including employees' sense of belonging and appreciation, opportunities for professional growth and support, communication, workload, and opportunities to provide meaningful input. Ongoing staff feedback and proactive support are needed to identify concerns early and respond to factors that may affect staff morale and retention.

Ector County Independent School District

Lee Buice Elementary

2026-2027 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

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 2027, the percentage of students achieving Meets Grade Level or above on STAAR Mathematics will increase from 33% to 45% in Grade 3, from 39% to 50% in Grade 4, and from 35% to 47% in Grade 5.

Indicators of Success:

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 Mathematics; district common assessments; i-Ready Mathematics; formative assessments; PLC data; student work.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in weekly data-driven PLCs focused on standards alignment, assessment analysis, student work, misconceptions, instructional response, reteaching, intervention, and enrichment. Strategy's Expected Result/Impact: Increased mastery of priority mathematics TEKS and increased Meets/Masters performance. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Grade-Level Teachers, Interventionists. Title I: 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 Problem Statements: Student Achievement 1 Funding Sources: Instructional Coach - Title One Instructional Continuity - \$80,000				

Strategy 2 Details		Reviews			
Strategy 2: A campus instructional coach will provide job-embedded coaching through planning, modeling, co-teaching, observation/feedback, data analysis, and targeted coaching cycles based on teacher and student need. Strategy's Expected Result/Impact: Increased instructional rigor and consistent implementation of evidence-based Tier 1 and intervention practices. Staff Responsible for Monitoring: Principal, Assistant Principals Title I: 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Organization 2 Funding Sources: Instructional Coach - Title One School- Improvement - \$80,000		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

888

Student Achievement
Problem Statement 1: Too few students in Grades 3-5 demonstrate mastery of grade-level standards at the Meets and Masters levels, with significant achievement gaps for special education, at-risk, and economically disadvantaged students. Root Cause: The campus has not yet achieved consistent implementation of standards-aligned Tier 1 instruction, data-driven planning, targeted small-group instruction, intervention, progress monitoring, and instructional coaching across every classroom.
School Organization
Problem Statement 2: There are no clear expectation and organization surrounding coaching for teachers involving curriculum alignment, classroom management, and effective Tier 1 instruction, which is impacting student outcomes. Root Cause: High staff turnover has created a larger proportion of early-career teachers who require ongoing coaching, mentoring, and support. Time constraints sometimes limit the depth of collaboration and feedback provided by 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 2027, the percentage of students achieving Meets Grade Level or above on STAAR RLA will increase from 38% to 50% in Grade 3, from 36% to 48% in Grade 4, and from 31% to 43% in Grade 5.

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

Evaluation Data Sources: STAAR RLA, i-Ready Reading, common assessments, writing samples, formative assessments, PLC data.

Strategy 1 Details	Reviews			
Strategy 1: Implement daily standards-aligned reading and writing instruction with explicit comprehension, vocabulary, written-response, and text-evidence instruction, supported by targeted small groups. Strategy's Expected Result/Impact: Walkthroughs, student work, PLC documentation, common assessments, i-Ready will all show systematic growth. Staff Responsible for Monitoring: Administrators, Instructional Coach, RLA Teachers, Interventionists. 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 Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Conduct regular student-work analysis and short-cycle assessment cycles during PLCs to identify misconceptions and plan immediate reteaching, intervention, and extension. Strategy's Expected Result/Impact: Walkthroughs, student work, PLC documentation, common assessments, i-Ready will all show systematic growth. Staff Responsible for Monitoring: Administrators, Instructional Coach, RLA Teachers, Interventionists. 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

890

Student Achievement
Problem Statement 1: Too few students in Grades 3-5 demonstrate mastery of grade-level standards at the Meets and Masters levels, with significant achievement gaps for special education, at-risk, and economically disadvantaged students. Root Cause: The campus has not yet achieved consistent implementation of standards-aligned Tier 1 instruction, data-driven planning, targeted small-group instruction, intervention, progress monitoring, and instructional coaching across every classroom.
Curriculum, Instruction, and Assessment
Problem Statement 1: Implementation of standards-aligned curriculum, rigorous Tier 1 instruction, formative assessment, and data-responsive instruction varies among classrooms and grade levels. Root Cause: PLC, coaching, observation, and data-analysis systems have not consistently translated assessment evidence into immediate changes in daily classroom 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 3: By May 2027, Grade 5 Science achievement will increase to 50% Meets Grade Level or above and 15% Masters Grade Level on STAAR.

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

Evaluation Data Sources: Final Spring 2026 performance standards were not established in the preliminary report supplied for this plan; students averaged 42% of available points

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement standards-aligned, inquiry-based science instruction incorporating hands-on investigation, academic vocabulary, data analysis, reading/writing in science, and frequent checks for understanding. Strategy's Expected Result/Impact: Walkthroughs, student work, PLC documentation, common assessments, TEKS Ready will all show systematic growth. Staff Responsible for Monitoring: Administrators, Instructional Coach, Science Teachers, Interventionists. Title I: 2.51, 2.52 - 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 - Targeted Support Strategy Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 2				891

Strategy 2 Details		Reviews			
Strategy 2: Use common assessments and PLC analysis to identify low-performing science standards and provide spiral review, reteaching, intervention, and targeted student practice. Strategy's Expected Result/Impact: Walkthroughs, student work, PLC documentation, common assessments, TEKS Ready will all show systematic growth. Staff Responsible for Monitoring: Administrators, Instructional Coach, Science Teachers, Interventionists. Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 2		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Student Achievement	892
Problem Statement 1: Too few students in Grades 3-5 demonstrate mastery of grade-level standards at the Meets and Masters levels, with significant achievement gaps for special education, at-risk, and economically disadvantaged students. Root Cause: The campus has not yet achieved consistent implementation of standards-aligned Tier 1 instruction, data-driven planning, targeted small-group instruction, intervention, progress monitoring, and instructional coaching across every classroom.	
Curriculum, Instruction, and Assessment	
Problem Statement 1: Implementation of standards-aligned curriculum, rigorous Tier 1 instruction, formative assessment, and data-responsive instruction varies among classrooms and grade levels. Root Cause: PLC, coaching, observation, and data-analysis systems have not consistently translated assessment evidence into immediate changes in daily classroom instruction.	
School Organization	
Problem Statement 2: There are no clear expectation and organization surrounding coaching for teachers involving curriculum alignment, classroom management, and effective Tier 1 instruction, which is impacting student outcomes. Root Cause: High staff turnover has created a larger proportion of early-career teachers who require ongoing coaching, mentoring, and support. Time constraints sometimes limit the depth of collaboration and feedback provided by 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 4: By May 2027, Lee Buice Elementary will reduce achievement gaps between all students and special education/at-risk students in RLA and mathematics by at least 10 percentage points, as measured by STAAR Meets Grade Level performance and local assessment data.

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 RLA, i-Ready Reading, common assessments, writing samples, formative assessments, PLC data.

Strategy 1 Details	Reviews			
Strategy 1: Strengthen MTSS through scheduled intervention, frequent progress monitoring, flexible grouping, and documented instructional response. Strategy's Expected Result/Impact: The achievement gap between peers will decrease as students receive targeted interventions through MTSS Academics/Behavior. Staff Responsible for Monitoring: Administrators, Teachers, MTSS Lead Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 2	Formative			Summative
	Oct	Jan	Mar	May
				893

Strategy 2 Details		Reviews			
Strategy 2: Provide teachers with coaching and professional learning in specially designed instruction, accommodations, scaffolding, language supports, and differentiation while maintaining grade-level rigor. Strategy's Expected Result/Impact: The achievement gap between peers will decrease as students receive targeted interventions through MTSS Academics/Behavior. Teachers will be able to lead with contextual understanding and implementation of content knowledge. Staff Responsible for Monitoring: Administrators, Instructional Coach Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, 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 Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 2		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					
					894

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: Too few students in Grades 3-5 demonstrate mastery of grade-level standards at the Meets and Masters levels, with significant achievement gaps for special education, at-risk, and economically disadvantaged students. Root Cause: The campus has not yet achieved consistent implementation of standards-aligned Tier 1 instruction, data-driven planning, targeted small-group instruction, intervention, progress monitoring, and instructional coaching across every classroom.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Staff retention is insufficient to sustain instructional consistency and long-term campus improvement. Root Cause: Professional learning, coaching, onboarding, feedback, recognition, and differentiated teacher support have not been implemented through a sufficiently consistent and coherent campuswide system.
Curriculum, Instruction, and Assessment
Problem Statement 1: Implementation of standards-aligned curriculum, rigorous Tier 1 instruction, formative assessment, and data-responsive instruction varies among classrooms and grade levels. Root Cause: PLC, coaching, observation, and data-analysis systems have not consistently translated assessment evidence into immediate changes in daily classroom instruction.

School Organization

Problem Statement 2: There are no clear expectation and organization surrounding coaching for teachers involving curriculum alignment, classroom management, and effective Tier 1 instruction, which is impacting student outcomes. **Root Cause:** High staff turnover has created a larger proportion of early-career teachers who require ongoing coaching, mentoring, and support. Time constraints sometimes limit the depth of collaboration and feedback provided by 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: By May 2027, 40% of K-3 students will meet or exceed annual typical growth on i-Ready Reading, with 34% meeting stretch growth.

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: i-Ready

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement evidence-based foundational literacy instruction with explicit instruction in phonological awareness, phonics, fluency, vocabulary, comprehension, and writing as appropriate by grade level. District approved resource of Saxon Phonics. Strategy's Expected Result/Impact: 40% of K-3 students will meet or exceed annual typical growth on i-Ready Reading, with 34% meeting stretch growth. Staff Responsible for Monitoring: Administrators, Instructional Coach, Teachers 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, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 2				896

Strategy 2 Details		Reviews			
Strategy 2: Use i-Ready, classroom assessments, and progress-monitoring data to provide targeted small-group intervention and acceleration and regroup students based on current need. Strategy's Expected Result/Impact: 40% of K-3 students will meet or exceed annual typical growth on i-Ready Reading, with 34% meeting stretch growth. Staff Responsible for Monitoring: Administrators, Instructional Coach, Teachers, MTSS Lead 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 - Additional Targeted Support Strategy Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Family and Community Engagement 1 - School Organization 2		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

897

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Too few students in Grades 3-5 demonstrate mastery of grade-level standards at the Meets and Masters levels, with significant achievement gaps for special education, at-risk, and economically disadvantaged students. Root Cause: The campus has not yet achieved consistent implementation of standards-aligned Tier 1 instruction, data-driven planning, targeted small-group instruction, intervention, progress monitoring, and instructional coaching across every classroom.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Staff retention is insufficient to sustain instructional consistency and long-term campus improvement. Root Cause: Professional learning, coaching, onboarding, feedback, recognition, and differentiated teacher support have not been implemented through a sufficiently consistent and coherent campuswide system.
Curriculum, Instruction, and Assessment
Problem Statement 1: Implementation of standards-aligned curriculum, rigorous Tier 1 instruction, formative assessment, and data-responsive instruction varies among classrooms and grade levels. Root Cause: PLC, coaching, observation, and data-analysis systems have not consistently translated assessment evidence into immediate changes in daily classroom instruction.

Family and Community Engagement

Problem Statement 1: Parent and family participation in academic-focused events (e.g., Academic Nights, Family Nights) is inconsistent, with higher attendance at celebratory events such as Awards Assemblies compared to instructional events. **Root Cause:** Families often face work schedules, childcare, and transportation barriers, making it difficult to attend academic events. In addition, limited outreach strategies to connect families to the direct impact of academic nights on student achievement reduces parent motivation to prioritize attendance.

School Organization

Problem Statement 2: There are no clear expectation and organization surrounding coaching for teachers involving curriculum alignment, classroom management, and effective Tier 1 instruction, which is impacting student outcomes. **Root Cause:** High staff turnover has created a larger proportion of early-career teachers who require ongoing coaching, mentoring, and support. Time constraints sometimes limit the depth of collaboration and feedback provided by 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 2: By May 2027, Grade 3 STAAR RLA will increase from 66% to 75% Approaches, 38% to 50% Meets, and 12% to 20% Masters. The Spring 2026 baseline was 66% Approaches, 38% Meets, and 12% Masters.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide explicit instruction in comprehension, vocabulary, written response, and evidence-based responses to increasingly complex text. Strategy's Expected Result/Impact: Walkthroughs, PLC discussions, Student Worksamples will show increased acadmeic growth. Staff Responsible for Monitoring: Aministration, Instructional Coach, Teachers 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1 - School Organization 2				899

Strategy 2 Details	Reviews			
Strategy 2: Use K-3 vertical PLCs and student-data reviews to identify prerequisite skill gaps before students reach Grade 3 and coordinate timely intervention. Strategy's Expected Result/Impact: Less skill gaps in Grade 3 RLA Staff Responsible for Monitoring: Administrators, Instructional Coach, Teachers 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1 - School Organization 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

900

Student Achievement
Problem Statement 1: Too few students in Grades 3-5 demonstrate mastery of grade-level standards at the Meets and Masters levels, with significant achievement gaps for special education, at-risk, and economically disadvantaged students. Root Cause: The campus has not yet achieved consistent implementation of standards-aligned Tier 1 instruction, data-driven planning, targeted small-group instruction, intervention, progress monitoring, and instructional coaching across every classroom.
School Organization
Problem Statement 2: There are no clear expectation and organization surrounding coaching for teachers involving curriculum alignment, classroom management, and effective Tier 1 instruction, which is impacting student outcomes. Root Cause: High staff turnover has created a larger proportion of early-career teachers who require ongoing coaching, mentoring, and support. Time constraints sometimes limit the depth of collaboration and feedback provided by the leadership team.

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 May 2027, favorable student responses on the district/Panorama measure of sense of belonging/school connectedness will increase from 57% to 62%.

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%, 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: Implement intentional relationship-building and student-belonging practices through classroom meetings, student recognition, leadership opportunities, mentoring/check-ins, and schoolwide celebrations. Strategy's Expected Result/Impact: Increased school connectedness. Staff Responsible for Monitoring: Administraors, Instructional Coach, Teachers, Counselors 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, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: School Culture and Climate 1 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
				901

Strategy 2 Details	Reviews			
Strategy 2: Review connectedness data by grade level and student group and develop targeted responses for students reporting low belonging or connection. Strategy's Expected Result/Impact: Increased school connectedness. Staff Responsible for Monitoring: Administraors, Instructional Coach, Teachers, Counselors 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, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: School Culture and Climate 1 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: By May 2027, Lee Buice Elementary will increase student attendance to 92% and reduce chronic absenteeism by 10% Strategy's Expected Result/Impact: Increased student attendance. Staff Responsible for Monitoring: Administrator, Teachers, Clerk, Families Title I: 2.51, 2.53 - TEA Priorities: 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 Problem Statements: School Culture and Climate 1 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
				902
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: Not all students demonstrate consistent connectedness, attendance, and positive behavioral engagement necessary to maximize instructional time and academic success. **Root Cause:** Campus systems for monitoring student connectedness, attendance, behavior trends, and early intervention have not been consistently integrated into one proactive, schoolwide process.

Family and Community Engagement

Problem Statement 1: Parent and family participation in academic-focused events (e.g., Academic Nights, Family Nights) is inconsistent, with higher attendance at celebratory events such as Awards Assemblies compared to instructional events. **Root Cause:** Families often face work schedules, childcare, and transportation barriers, making it difficult to attend academic events. In addition, limited outreach strategies to connect families to the direct impact of academic nights on student achievement reduces parent motivation to prioritize attendance.

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 May 2027, Lee Buice Elementary will reduce the number of students receiving disciplinary actions from the 2025-2026 baseline by at least 15%, while monitoring disproportionality among student groups.

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/student surveys, attendance reports, chronic absenteeism reports, discipline reports, walkthroughs, counseling records, family contacts.

Strategy 1 Details	Reviews			
Strategy 1: Strengthen schoolwide expectations, explicit behavior instruction, positive reinforcement, restorative responses, and classroom-management support. Strategy's Expected Result/Impact: Discipline Reports, Walkthrough Observations Staff Responsible for Monitoring: Administrators, Counselors, Teacher Title I: 2.51, 2.52, 2.53 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
				904

Strategy 2 Details		Reviews			
Strategy 2: Review discipline data monthly by grade, location, behavior, teacher, time, and student group and provide targeted intervention based on identified patterns. Strategy's Expected Result/Impact: Discipline Reports, Walkthrough Observations Staff Responsible for Monitoring: Administrators, Counselors, Teacher 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 - Additional Targeted Support Strategy 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:

905

School Culture and Climate
Problem Statement 1: Not all students demonstrate consistent connectedness, attendance, and positive behavioral engagement necessary to maximize instructional time and academic success. Root Cause: Campus systems for monitoring student connectedness, attendance, behavior trends, and early intervention have not been consistently integrated into one proactive, schoolwide process.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Staff retention is insufficient to sustain instructional consistency and long-term campus improvement. Root Cause: Professional learning, coaching, onboarding, feedback, recognition, and differentiated teacher support have not been implemented through a sufficiently consistent and coherent campuswide system.
Family and Community Engagement
Problem Statement 1: Parent and family participation in academic-focused events (e.g., Academic Nights, Family Nights) is inconsistent, with higher attendance at celebratory events such as Awards Assemblies compared to instructional events. Root Cause: Families often face work schedules, childcare, and transportation barriers, making it difficult to attend academic events. In addition, limited outreach strategies to connect families to the direct impact of academic nights on student achievement reduces parent motivation to prioritize attendance.

Board Goal 4: Classroom Excellence

Performance Objective 1: By the beginning of the 2027-2028 school year, Lee Buice Elementary will increase staff retention from 55.6% to at least 70%. The 2025-2026 campus rate was 55.6%.

Evaluation Data Sources: Staff Retention

Strategy 1 Details	Reviews			
Strategy 1: Implement a structured onboarding and mentoring system for new-to-Buice and early-career teachers. Strategy's Expected Result/Impact: Increased staff retention and teacher certification. Staff Responsible for Monitoring: Administration, Instructional Coach Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Organization 2	Formative			Summative
	Oct	Jan	Mar	May
				906
Strategy 2 Details	Reviews			
Strategy 2: Conduct regular staff feedback/temperature checks and respond to identified concerns related to workload, communication, support, recognition, and professional growth. Strategy's Expected Result/Impact: Increased staff retention and teacher certification. Staff Responsible for Monitoring: Administration, Instructional Coach Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Organization 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 1: Staff retention is insufficient to sustain instructional consistency and long-term campus improvement. Root Cause: Professional learning, coaching, onboarding, feedback, recognition, and differentiated teacher support have not been implemented through a sufficiently consistent and coherent campuswide system.
School Organization
Problem Statement 2: There are no clear expectation and organization surrounding coaching for teachers involving curriculum alignment, classroom management, and effective Tier 1 instruction, which is impacting student outcomes. Root Cause: High staff turnover has created a larger proportion of early-career teachers who require ongoing coaching, mentoring, and support. Time constraints sometimes limit the depth of collaboration and feedback provided by the leadership team.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, 100% of grade-level/content PLCs will demonstrate implementation of the campus PLC process, including standards analysis, student evidence, instructional response, intervention/enrichment decisions, and follow-up on previous actions.

Evaluation Data Sources: Walkthroughs, Staff Panorama, Retention Data

Strategy 1 Details	Reviews			
Strategy 1: Use a common PLC protocol and agenda. Strategy's Expected Result/Impact: Increased teacher internalization and effectiveness. Staff Responsible for Monitoring: Administration, Instructional Coach, Teachers Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Organization 2	Formative			Summative
	Oct	Jan	Mar	May
				908
Strategy 2 Details	Reviews			
Strategy 2: Administrators and the instructional coach will monitor PLC implementation and provide feedback/support. Strategy's Expected Result/Impact: Increased teacher internalization and effectiveness. Staff Responsible for Monitoring: Administration, Instructional Coach, Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing - Targeted Support Strategy Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Organization 2	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: Staff retention is insufficient to sustain instructional consistency and long-term campus improvement. Root Cause: Professional learning, coaching, onboarding, feedback, recognition, and differentiated teacher support have not been implemented through a sufficiently consistent and coherent campuswide system.
School Organization
Problem Statement 2: There are no clear expectation and organization surrounding coaching for teachers involving curriculum alignment, classroom management, and effective Tier 1 instruction, which is impacting student outcomes. Root Cause: High staff turnover has created a larger proportion of early-career teachers who require ongoing coaching, mentoring, and support. Time constraints sometimes limit the depth of collaboration and feedback provided by the leadership team.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, 100% of instructional staff will participate in job-embedded professional learning aligned to campus achievement priorities, and at least 90% will demonstrate implementation of identified practices through walkthrough, coaching, PLC, or student-work evidence.

Evaluation Data Sources: Walkthroughs, TTESS, Staff Panorama Data, Observations, PLC

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted professional learning in rigorous Tier 1 instruction, data-driven instruction, differentiation, special education, language supports, literacy, mathematics, and classroom management Strategy's Expected Result/Impact: Increased teacher effectiveness and school connectedness. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Organization 2 Funding Sources: Professional Development - Title One School- Improvement - \$14,000, Team Leads - Title One School- Improvement - \$9,000	Formative			Summative
	Oct	Jan	Mar	May
				910
Strategy 2 Details	Reviews			
Strategy 2: Require implementation follow-up through PLCs, coaching, walkthrough feedback, student-work analysis, and administrator monitoring. Strategy's Expected Result/Impact: Increased teacher effectiveness and school connectedness. Staff Responsible for Monitoring: Administrators Title I: 2.51, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Too few students in Grades 3-5 demonstrate mastery of grade-level standards at the Meets and Masters levels, with significant achievement gaps for special education, at-risk, and economically disadvantaged students. Root Cause: The campus has not yet achieved consistent implementation of standards-aligned Tier 1 instruction, data-driven planning, targeted small-group instruction, intervention, progress monitoring, and instructional coaching across every classroom.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Staff retention is insufficient to sustain instructional consistency and long-term campus improvement. Root Cause: Professional learning, coaching, onboarding, feedback, recognition, and differentiated teacher support have not been implemented through a sufficiently consistent and coherent campuswide system.
Curriculum, Instruction, and Assessment
Problem Statement 1: Implementation of standards-aligned curriculum, rigorous Tier 1 instruction, formative assessment, and data-responsive instruction varies among classrooms and grade levels. Root Cause: PLC, coaching, observation, and data-analysis systems have not consistently translated assessment evidence into immediate changes in daily classroom instruction.
School Organization
Problem Statement 2: There are no clear expectation and organization surrounding coaching for teachers involving curriculum alignment, classroom management, and effective Tier 1 instruction, which is impacting student outcomes. Root Cause: High staff turnover has created a larger proportion of early-career teachers who require ongoing coaching, mentoring, and support. Time constraints sometimes limit the depth of collaboration and feedback provided by the leadership team.

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, Lee Buice Elementary will increase participation in academic family-engagement opportunities by at least 20% over the 2025-2026 baseline.

Evaluation Data Sources: Panorama Survey, PTA Membership Information

Strategy 1 Details	Reviews			
Strategy 1: Provide varied scheduling and multiple communication methods to increase accessibility and participation. Strategy's Expected Result/Impact: Increase participation in academic family-engagement opportunities by at least 20% over the 2025-2026 baseline. Staff Responsible for Monitoring: Aministrator, Counselor, Teachers, Staff TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
912				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Family and Community Engagement
Problem Statement 1: Parent and family participation in academic-focused events (e.g., Academic Nights, Family Nights) is inconsistent, with higher attendance at celebratory events such as Awards Assemblies compared to instructional events. Root Cause: Families often face work schedules, childcare, and transportation barriers, making it difficult to attend academic events. In addition, limited outreach strategies to connect families to the direct impact of academic nights on student achievement reduces parent motivation to prioritize attendance.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, at least 90% of classrooms will demonstrate purposeful use of district-approved technology aligned to instructional objectives, differentiation, feedback, creation, collaboration, intervention, or enrichment as evidenced through walkthroughs and instructional artifacts.

Evaluation Data Sources: Panorama Survery, STAR, i-Ready, Walkthroughs, TTESS

Strategy 1 Details	Reviews			
Strategy 1: Include technology effectiveness in lesson planning, PLC discussion, walkthrough feedback, and coaching when appropriate. Strategy's Expected Result/Impact: 90% of classrooms will demonstrate purposeful use of district-approved technology Staff Responsible for Monitoring: Administrators, Instructional Coach, Counselor, Teachers, Staff Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 2	Formative			Summative
	Oct	Jan	Mar	May
				913
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Too few students in Grades 3-5 demonstrate mastery of grade-level standards at the Meets and Masters levels, with significant achievement gaps for special education, at-risk, and economically disadvantaged students. Root Cause: The campus has not yet achieved consistent implementation of standards-aligned Tier 1 instruction, data-driven planning, targeted small-group instruction, intervention, progress monitoring, and instructional coaching across every classroom.
Curriculum, Instruction, and Assessment
Problem Statement 1: Implementation of standards-aligned curriculum, rigorous Tier 1 instruction, formative assessment, and data-responsive instruction varies among classrooms and grade levels. Root Cause: PLC, coaching, observation, and data-analysis systems have not consistently translated assessment evidence into immediate changes in daily classroom instruction.

School Organization

Problem Statement 2: There are no clear expectation and organization surrounding coaching for teachers involving curriculum alignment, classroom management, and effective Tier 1 instruction, which is impacting student outcomes. **Root Cause:** High staff turnover has created a larger proportion of early-career teachers who require ongoing coaching, mentoring, and support. Time constraints sometimes limit the depth of collaboration and feedback provided by the leadership team.

Ector County Independent School District

Lyndon B. Johnson Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



915

Mission Statement

We Find Success in Each One, Some Way, Every Day!

Vision

At L.B. Johnson Elementary School, we envision a high-performing learning community where every student achieves excellence in reading, mathematics, science, and social studies. Through rigorous instruction, AVID strategies, social-emotional learning, innovation, and strong partnerships with families, we empower students to become confident learners, critical thinkers, compassionate leaders, and responsible citizens prepared for college, career, and life.

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

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 2027, L.B. Johnson Elementary will increase the average percentage of students achieving the STAAR Meets Grade Level standard in Reading from 40.3% to 44%, with a targeted focus on improving achievement in 3rd and 4th Grade Reading through the consistent implementation of the ECISD Reading Framework, high-quality Tier I instruction, data-driven interventions, and rigorous, standards-aligned instructional practices

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: I-Ready, District and Campus Based Assessment, STAAR Interim, STAAR.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement the ECISD Reading Framework with fidelity by delivering rigorous Tier I instruction, utilizing standards-aligned lesson annotations, explicit vocabulary instruction, close reading, collaborative learning, and frequent checks for understanding to ensure all students master grade-level reading standards. Strategy's Expected Result/Impact: Students will demonstrate stronger comprehension, vocabulary, and analytical reading skills, resulting in increased mastery of grade-level TEKS and higher performance on district assessments and the STAAR Reading assessment. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Department Leads 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 Problem Statements: Student Achievement 1, 5 - Curriculum, Instruction, and Assessment 2, 6	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Teachers will use formative assessment data, common assessments, i-Ready, and STAAR-aligned data to identify student needs, provide targeted small-group intervention and enrichment, and monitor student progress through PLCs and instructional planning meetings. Strategy's Expected Result/Impact: Students will receive timely, targeted instruction based on individual learning needs, leading to accelerated academic growth, increased achievement in 3rd and 4th Grade Reading, and an increase in the percentage of students achieving the STAAR Meets Grade Level standard. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Department Leads 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: Student Achievement 1 - Curriculum, Instruction, and Assessment 2		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: Designate one Title I-funded ELAR Lead Teacher to provide targeted support in 3rd and 4th Grade Reading through small-group instruction, data analysis, teacher collaboration, and implementation of the ECISD Reading Framework. The teacher will focus on accelerating students toward STAAR Meets Grade Level and supporting the campus goal of increasing Reading Meets from 40.3% to 44% by May 2027. Strategy's Expected Result/Impact: The Title I ELAR Lead Teacher has demonstrated high STAAR Meets and Masters performance and will use proven instructional practices to coach and support 3rd and 4th grade teachers, strengthen Tier I instruction, and increase student achievement in Reading. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Department Leads 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: Student Achievement 5 - Curriculum, Instruction, and Assessment 6 Funding Sources: Title 1 Lead Position - Title One School-wide - \$4,200		Formative			Summative
		Oct	Jan	Mar	May
					919

Strategy 4 Details		Reviews			
Strategy 4: All reading teachers and instructional support staff will participate in ongoing professional development focused on the Science of Reading to strengthen evidence-based literacy instruction. Training will emphasize phonemic awareness, phonics, fluency, vocabulary, comprehension, and the use of data to provide targeted, differentiated instruction. Campus leadership will monitor implementation through walkthroughs, coaching, PLCs, and student performance data to ensure strategies are implemented with fidelity. Strategy's Expected Result/Impact: Implementation of Science of Reading practices will strengthen Tier I reading instruction, increase teacher effectiveness, and improve students' foundational literacy and comprehension skills. As a result, students are expected to demonstrate increased reading growth and achievement on campus, district, and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Department Leads TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Science of Reading Professional Development - Title One School-wide - \$6,000		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

920

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Although a majority of students met the Approaches Grade Level standard in Reading and Mathematics, the percentage of students achieving the Meets and Masters performance levels remains below the campus goal. Increasing rigorous Tier I instruction and academic discourse is needed to ensure more students demonstrate grade-level mastery and advanced achievement. Root Cause: Tier I instruction is not consistently implemented at the level of rigor needed to move students beyond the Approaches performance level. Increased academic discourse, higher-order thinking, differentiation, and data-driven instruction are needed to improve Meets and Masters achievement. Problem Statement 5: While students are demonstrating foundational academic skills, additional emphasis is needed on higher-order thinking, academic vocabulary, written responses, and critical problem-solving to increase student performance at the Meets and Masters levels across all content areas. Root Cause: Instruction does not consistently provide students with rigorous opportunities to develop higher-order thinking, academic vocabulary, written responses, and critical problem-solving skills across all content areas.
Curriculum, Instruction, and Assessment
Problem Statement 2: Although a majority of students met the Approaches Grade Level standard in Reading and Mathematics, the percentage of students achieving the Meets and Masters performance levels remains below the campus goal. Increasing rigorous Tier I instruction and academic discourse is needed to ensure more students demonstrate grade-level mastery and advanced achievement. Root Cause: Tier I instruction is not consistently implemented at the level of rigor needed to move students beyond the Approaches performance level. Increased academic discourse, higher-order thinking, differentiation, and data-driven instruction are needed to improve Meets and Masters achievement. Problem Statement 6: While students are demonstrating foundational academic skills, additional emphasis is needed on higher-order thinking, academic vocabulary, written responses, and critical problem-solving to increase student performance at the Meets and Masters levels across all content areas. Root Cause: Instruction does not consistently provide students with rigorous opportunities to develop higher-order thinking, academic vocabulary, written responses, and critical problem-solving skills across all content areas.

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 2027, L.B. Johnson Elementary will increase the average percentage of students achieving the STAAR Meets Grade Level standard in Mathematics from 33% to 38%, with a targeted focus on improving achievement in Grades 4 and 5 through the consistent implementation of the ECISD Mathematics Framework, rigorous Tier I instruction, conceptual learning, mathematical discourse, and data-driven interventions.

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: I-Ready, District and Campus Based Assessment, STAAR Interim, STAAR.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement the ECISD Mathematics Framework with fidelity by delivering rigorous Tier I instruction that emphasizes conceptual understanding, mathematical discourse, problem-solving, multiple representations, and daily opportunities for students to justify their mathematical thinking Strategy's Expected Result/Impact: Students will develop stronger conceptual understanding, increase mathematical reasoning and problem-solving skills, and demonstrate higher levels of achievement on classroom assessments, district benchmarks, and the STAAR Mathematics assessment. Staff Responsible for Monitoring: Principals, Assistant Principals, MCLs, Department Leads TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1 - Student Achievement 1, 2, 3, 4, 8 - Curriculum, Instruction, and Assessment 1, 2, 3, 4, 5	Formative			Summative
	Oct	Jan	Mar	May
				921

Strategy 2 Details		Reviews			
Strategy 2: Teachers will use common assessments, i-Ready, formative assessments, and STAAR-aligned data to identify student needs, provide targeted intervention and enrichment during small-group instruction and Knights of the Round Table (KORT), and monitor student progress through PLCs and data meetings. Strategy's Expected Result/Impact: Students will receive timely, data-driven instruction tailored to their individual needs, resulting in accelerated growth, increased proficiency in Grades 4 and 5 Mathematics, and a higher percentage of students achieving the STAAR Meets Grade Level standard. Staff Responsible for Monitoring: Principals, Assistant Principals, MCLs, Department Leads 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 3 Details		Reviews			
Strategy 3: Teachers will engage in professional development facilitated by Vontoure Learning, with a focus on hands-on, practical instructional applications. Teachers will collaborate to discuss, practice, and implement strategies that strengthen student engagement, rigor, and effective Tier I instruction. Strategy's Expected Result/Impact: Teachers will strengthen instructional practices through hands-on learning and collaboration, resulting in increased student engagement, stronger Tier I instruction, and improved student achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Department Leads TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Professional Development-Vontoure - Title One School-wide - \$2,200		Formative			Summative
		Oct	Jan	Mar	May
					922
Strategy 4 Details		Reviews			
Strategy 4: Teachers will implement i-Ready Fluency Flight for 7 minutes daily and incorporate Bluebonnet Sprints to strengthen math fluency. Students in Grades 1-3 will complete Formative Loop daily, while K-1 students will participate in daily Calendar Math to build foundational math skills and automaticity. Strategy's Expected Result/Impact: Students will demonstrate increased math fact fluency, number sense, accuracy, and automaticity, resulting in stronger foundational skills and improved overall math achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Department Leads 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 5 Details		Reviews			
Strategy 5: The Principal, Assistant Principal, MCLs, and Department Leads will conduct frequent daily instructional walkthroughs and provide teachers with timely, actionable feedback. Coaching in the moment will be implemented campuswide to strengthen Tier I instruction, address instructional needs immediately, and promote continuous teacher growth. Strategy's Expected Result/Impact: Frequent walkthroughs and in-the-moment coaching will strengthen instructional practices, increase consistency and rigor across classrooms, and improve student engagement and academic achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Department Leads ESF Levers: Lever 5: Effective Instruction Funding Sources: Opportunity Culture Program - Title One School-wide - \$35,000		Formative			Summative
		Oct	Jan	Mar	May
Strategy 6 Details		Reviews			
Strategy 6: Students identified as High Did Not Meet (DNM) and High Approaches in Math will participate in one hour of targeted after-school tutoring. Instruction will focus on identified TEKS gaps, mathematical reasoning, problem-solving, computation, and multiple representations. Student progress will be monitored through formative assessments and data reviews to provide targeted instruction and accelerate students toward the next STAAR performance level. Strategy's Expected Result/Impact: Targeted after-school math tutorials will provide additional instructional time to close identified TEKS gaps and strengthen mathematical reasoning and problem-solving skills. Students identified as High DNM and High Approaches are expected to demonstrate accelerated growth, increasing movement from DNM to Approaches and from Approaches to Meets or Masters, resulting in improved STAAR Math performance and overall campus accountability outcomes. Staff Responsible for Monitoring: Principal, Assistant Principals, MCLs, Department Leads TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: After School Tutorials - Title One School-wide - \$7,500		Formative			Summative
		Oct	Jan	Mar	May
					923

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: By May 2027, identified students performing at high DNM and high Approaches will receive targeted math support from a part-time tutor to increase student growth and move students to the next STAAR performance level. Strategy's Expected Result/Impact: Students will strengthen math skills and increase performance from DNM to Approaches and Approaches to Meets. Staff Responsible for Monitoring: Principal, Assistant Principal, MCL, Department Leads ESF Levers: Lever 5: Effective Instruction				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Special Education student achievement remains below campus expectations across multiple content areas, indicating a need for stronger instructional practices, consistent implementation of accommodations, and targeted interventions to improve academic growth and performance. Root Cause: Special Education students have not consistently received high-quality, grade-level instruction with appropriate accommodations, specially designed instruction, and targeted interventions. Inconsistent implementation of IEP accommodations, differentiated instructional strategies, and progress monitoring has limited student access to the curriculum and contributed to low academic performance across
Student Achievement
Problem Statement 1: Although a majority of students met the Approaches Grade Level standard in Reading and Mathematics, the percentage of students achieving the Meets and Masters performance levels remains below the campus goal. Increasing rigorous Tier I instruction and academic discourse is needed to ensure more students demonstrate grade-level mastery and advanced achievement. Root Cause: Tier I instruction is not consistently implemented at the level of rigor needed to move students beyond the Approaches performance level. Increased academic discourse, higher-order thinking, differentiation, and data-driven instruction are needed to improve Meets and Masters achievement.
Problem Statement 2: Mathematics achievement continues to be an area of focus, particularly in Grades 4 and 5, where a significant number of students performed at the Approaches level rather than the Meets or Masters levels. Students need increased opportunities to engage in conceptual problem-solving, mathematical reasoning, and real-world application to accelerate achievement. Root Cause: Tier I mathematics instruction is not consistently emphasizing conceptual understanding, mathematical reasoning, and problem-solving at the level of rigor needed to move students from the Approaches performance level to Meets and Masters.
Problem Statement 3: Achievement gaps continue to exist among student groups, including Emergent Bilingual, Special Education, and At-Risk students. Additional differentiated instruction, targeted interventions, and progress monitoring are needed to ensure all student groups demonstrate academic growth and proficiency. Root Cause: Targeted supports and differentiated Tier I instruction are not consistently implemented to address the diverse academic needs of Emergent Bilingual, Special Education, and At-Risk students, resulting in persistent achievement gaps.
Problem Statement 4: Special Education student achievement remains below campus expectations across multiple content areas, indicating a need for stronger instructional practices, consistent implementation of accommodations, and targeted interventions to improve academic growth and performance. Root Cause: Special Education students have not consistently received high-quality, grade-level instruction with appropriate accommodations, specially designed instruction, and targeted interventions. Inconsistent implementation of IEP accommodations, differentiated instructional strategies, and progress monitoring has limited student access to the curriculum and contributed to low academic performance across

Student Achievement

Problem Statement 8: L.B. Johnson Elementary is projected to receive a C accountability rating, primarily due to mathematics performance and growth. **Root Cause:** Mathematics instruction has not been implemented consistently with the ECISD Mathematics Framework. Teachers have demonstrated inconsistent use of hands-on manipulatives, multiple representations, and research-based instructional strategies, limiting students' conceptual understanding, mathematical discourse, and overall achievement.

Curriculum, Instruction, and Assessment

Problem Statement 1: L.B. Johnson Elementary is projected to receive a C accountability rating, primarily due to mathematics performance and growth. **Root Cause:** Mathematics instruction has not been implemented consistently with the ECISD Mathematics Framework. Teachers have demonstrated inconsistent use of hands-on manipulatives, multiple representations, and research-based instructional strategies, limiting students' conceptual understanding, mathematical discourse, and overall achievement.

Problem Statement 2: Although a majority of students met the Approaches Grade Level standard in Reading and Mathematics, the percentage of students achieving the Meets and Masters performance levels remains below the campus goal. Increasing rigorous Tier I instruction and academic discourse is needed to ensure more students demonstrate grade-level mastery and advanced achievement. **Root Cause:** Tier I instruction is not consistently implemented at the level of rigor needed to move students beyond the Approaches performance level. Increased academic discourse, higher-order thinking, differentiation, and data-driven instruction are needed to improve Meets and Masters achievement.

Problem Statement 3: Mathematics achievement continues to be an area of focus, particularly in Grades 4 and 5, where a significant number of students performed at the Approaches level rather than the Meets or Masters levels. Students need increased opportunities to engage in conceptual problem-solving, mathematical reasoning, and real-world application to accelerate achievement. **Root Cause:** Tier I mathematics instruction is not consistently emphasizing conceptual understanding, mathematical reasoning, and problem-solving at the level of rigor needed to move students from the Approaches performance level to Meets and Masters.

Problem Statement 4: Achievement gaps continue to exist among student groups, including Emergent Bilingual, Special Education, and At-Risk students. Additional differentiated instruction, targeted interventions, and progress monitoring are needed to ensure all student groups demonstrate academic growth and proficiency. **Root Cause:** Targeted supports and differentiated Tier I instruction are not consistently implemented to address the diverse academic needs of Emergent Bilingual, Special Education, and At-Risk students, resulting in persistent achievement gaps.

Problem Statement 5: Special Education student achievement remains below campus expectations across multiple content areas, indicating a need for stronger instructional practices, consistent implementation of accommodations, and targeted interventions to improve academic growth and performance. **Root Cause:** Special Education students have not consistently received high-quality, grade-level instruction with appropriate accommodations, specially designed instruction, and targeted interventions. Inconsistent implementation of IEP accommodations, differentiated instructional strategies, and progress monitoring has limited student access to the curriculum and contributed to low academic performance across

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 2027, L.B. Johnson Elementary will increase 5th Grade Science student achievement as measured by the STAAR Science assessment, with 70% of students achieving Approaches Grade Level or above, 35% achieving Meets Grade Level or above, and 19% achieving Masters Grade Level.

Evaluation Data Sources: Campus Based Assessment, District Based Assessment, Summit K-12 Science Data, STAAR Assessment

Strategy 1 Details	Reviews			
Strategy 1: Students will engage in daily TEKS-aligned science lessons and activities through Summit K-12 to reinforce grade-level science concepts, academic vocabulary, and STAAR readiness. Teachers will monitor student progress and utilize Summit K-12 data to identify learning gaps, provide targeted intervention, and increase student achievement at the Approaches, Meets, and Masters performance levels. Strategy's Expected Result/Impact: Daily use of Summit K-12 will strengthen students' understanding of grade-level science TEKS, reinforce academic vocabulary and scientific reasoning, and provide consistent practice with science concepts. This targeted instruction will help close learning gaps and increase the percentage of students achieving Approaches, Meets, and Masters Grade Level on STAAR Science. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Title 1 Science Department Lead Funding Sources: Summit K-12 Program - Title One School-wide - \$6,385	Formative			Summative
	Oct	Jan	Mar	May
				926
Strategy 2 Details	Reviews			
Strategy 2: The Title I Lead Science Teacher will collaborate with all science teachers to strengthen their understanding and implementation of the science curriculum and grade-level TEKS. The Lead Science Teacher will support teachers through collaborative planning, modeling, resource alignment, data analysis, and instructional coaching to ensure rigorous, TEKS-aligned science instruction is implemented with fidelity across classrooms. Strategy's Expected Result/Impact: Support from the Title I Lead Science Teacher will strengthen teachers' content knowledge, curriculum alignment, and instructional planning. Increased consistency and rigor in science instruction will improve student mastery of grade-level TEKS and contribute to increased performance at the Approaches, Meets, and Masters Grade Level standards on STAAR Science. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Title 1 Science Department Lead Funding Sources: Title 1 Lead Science Teacher - Title One School-wide - \$4,200	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: All K-5 teachers and students will utilize the campus science lab weekly to participate in hands-on, TEKS-aligned science investigations. Students will engage in inquiry-based learning, experiments, observations, data collection, and scientific reasoning to strengthen conceptual understanding and application of grade-level science content. Strategy's Expected Result/Impact: Weekly hands-on science lab experiences will increase student engagement, scientific inquiry, critical thinking, and application of grade-level TEKS. Consistent laboratory experiences across K-5 will strengthen students' conceptual understanding and build foundational science skills, resulting in increased science achievement and improved performance on campus, district, and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Title 1 Department Lead	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 2027, the percentage of 3rd Grade students achieving the STAAR Meets Grade Level standard in Reading will increase from 36% to 42% through the consistent implementation of the ECISD Reading Framework, high-quality Tier I instruction, explicit vocabulary and comprehension instruction, small-group interventions, data-driven PLCs, and rigorous, standards-aligned instructional practices.

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: I-Ready, District and Campuse Based Assessment, STAAR Interim, STAAR.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement the ECISD Reading Framework with fidelity by providing rigorous Tier I instruction that includes explicit vocabulary instruction, close reading, comprehension strategies, collaborative discussions, and frequent checks for understanding aligned to the TEKS. Strategy's Expected Result/Impact: Students will strengthen reading comprehension, vocabulary acquisition, and critical thinking skills, resulting in increased mastery of grade-level standards and improved performance on classroom, district, and STAAR Reading assessments. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Department Leads 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
				928
Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in Science of Reading Part 2 professional development and consistently apply evidence-based literacy practices throughout the school year to strengthen Tier I reading instruction and student achievement. Strategy's Expected Result/Impact: Teachers will strengthen evidence-based reading instruction, resulting in improved foundational literacy skills, increased student growth, and higher achievement in Reading. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Department Leads Funding Sources: Strobel Education-Science of Reading Part 2 Professional Development - Title One School-wide - \$6,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Teachers in Grades 3-5 will utilize Creatium-AI to create engaging, rigorous, and standards-aligned lessons and activities that promote student participation, critical thinking, and mastery of grade-level content. Strategy's Expected Result/Impact: Students will experience more engaging, rigorous, and differentiated learning opportunities, resulting in increased student participation, deeper understanding of content, and improved academic achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Department Leads 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 May 2027, at least 60% of students in each K-5 ELAR classroom will meet or exceed their individual i-Ready Reading growth goals, as measured by i-Ready diagnostic and progress-monitoring data.

Indicators of Success:

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: I-Ready Diagnostic

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All K-5 ELAR teachers will utilize i-Ready Reading with fidelity to provide differentiated, individualized instruction based on students' diagnostic data and identified skill gaps. Teachers will monitor student progress regularly, utilize i-Ready instructional resources to supplement grade-level TEKS, and provide targeted small-group intervention and enrichment to ensure students make progress toward their individual i-Ready Reading growth goals. Strategy's Expected Result/Impact: Consistent implementation of i-Ready Reading will provide students with targeted instruction based on individual learning needs, close identified reading skill gaps, and promote measurable academic growth. As a result, at least 60% of students in each ELAR classroom will meet or exceed their individual i-Ready Reading growth goals, strengthening overall reading achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Title 1 Department Leads, TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				930
 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 May 2027, 100% of classrooms at L.B. Johnson Elementary will consistently implement AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies during Tier I instruction to strengthen student engagement, critical thinking, communication, and academic readiness, ensuring students develop the foundational skills necessary for future College, Career, and Military Readiness (CCMR)

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, 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: Evidenced by classroom walkthroughs, lesson plans, student work samples, and instructional observations, resulting in increased student engagement, academic discourse, organization, and rigorous learning experiences that prepare students for future College, Career, and Military Readiness (CCMR).

Strategy 1 Details		Reviews			
Strategy 1: Teachers will consistently implement AVID WICOR strategies--Writing, Inquiry, Collaboration, Organization, and Reading-- across content areas to increase rigor, student engagement, critical thinking, and academic ownership. Strategy's Expected Result/Impact: Students will demonstrate increased engagement, organization, academic discourse, critical thinking, and independence, resulting in stronger mastery of grade-level standards and improved academic achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, Campus AVID Coordinator, MCLs, Department Leads		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: The AVID Campus Coordinator will take a more active leadership role in supporting and monitoring the campuswide implementation of AVID WICOR strategies through professional learning, modeling, collaboration, and instructional support. Strategy's Expected Result/Impact: Increased leadership and support from the AVID Campus Coordinator will result in more consistent implementation of WICOR strategies, increased instructional rigor, stronger student engagement, and improved academic achievement across content areas. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Department Leads, AVID Coordinator		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 May 2027, LBJ Elementary will increase and maintain its average daily student attendance rate to at least 95%, as measured by campus attendance data.

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: Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Campus administration will monitor student attendance daily to identify attendance concerns, patterns of absences, and students at risk for chronic absenteeism. Administration will provide timely follow-up with students and families and implement targeted interventions to support LBJ Elementary in achieving and maintaining a 95% attendance rate. Strategy's Expected Result/Impact: Daily monitoring by campus administration will allow LBJ Elementary to quickly identify and address attendance concerns, reduce chronic absenteeism, increase instructional time for students, and support the campus goal of achieving a 95% average daily attendance rate. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				932
Strategy 2 Details	Reviews			
Strategy 2: LBJ Elementary will implement student attendance incentives and recognition programs to promote consistent daily attendance. Students and classrooms demonstrating excellent or improved attendance will be recognized regularly to encourage students and families to prioritize daily school attendance. Strategy's Expected Result/Impact: Attendance incentives and recognition will increase student motivation to attend school consistently, promote a positive culture around daily attendance, reduce student absences, and support LBJ Elementary in achieving and maintaining its 95% attendance goal Staff Responsible for Monitoring: Counselor and Attendance Clerk 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 2027, L.B. Johnson Elementary will strengthen student and staff school culture and climate by increasing the Student School Climate score from 53% to at least 60% and maintaining Staff School Leadership and Belonging scores at 90% or higher, as measured by annual campus climate surveys. The campus will focus on increasing student belonging, connectedness, peer-to-peer respect, consistent behavior expectations, and staff well-being.

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 Data

Strategy 1 Details	Reviews			
Strategy 1: The campus counselor will provide Social-Emotional Learning (SEL) instruction to students in Kindergarten through 5th grade as part of the campus specials rotation. Lessons will focus on building positive relationships, peer-to-peer respect, self-management, responsible decision-making, conflict resolution, and a strong sense of belonging and connectedness to the school community. Strategy's Expected Result/Impact: Consistent SEL instruction will strengthen students' social-emotional skills, improve peer-to-peer relationships, increase students' sense of belonging and connectedness, reduce behavioral concerns, and contribute to a more positive and supportive school climate. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				933
Strategy 2 Details	Reviews			
Strategy 2: Students in Kindergarten through 5th grade will engage in Classroom Champions lessons every Monday with fidelity. Lessons will focus on developing character, leadership, perseverance, goal-setting, positive relationships, and social-emotional skills to strengthen students' sense of belonging and contribute to a positive school culture. Strategy's Expected Result/Impact: Weekly Classroom Champions lessons will strengthen students' leadership, character, resilience, and social-emotional skills while promoting positive relationships and responsible decision-making. Consistent implementation will increase students' sense of belonging and connectedness and contribute to an improved overall school climate. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor 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 2027, L.B. Johnson Elementary will reduce student discipline incidents by at least 10% from the 2025-2026 baseline through the consistent implementation of campus-wide behavior expectations, Social-Emotional Learning (SEL), Classroom Champions, I-Lead, LiveSchool, and proactive behavioral supports, as measured by campus discipline referral and incident data.

Evaluation Data Sources: Discipline referral reports, campus behavior data, LiveSchool data, and administrative discipline records.

Strategy 1 Details	Reviews			
Strategy 1: L.B. Johnson Elementary will consistently implement LiveSchool and the campus behavior expectations in Grades K-5 to reinforce positive behavior, recognize students demonstrating appropriate conduct, and provide consistent expectations across all campus settings. Strategy's Expected Result/Impact: Consistent reinforcement of positive behavior will increase student accountability, improve behavior choices, reduce discipline referrals, and contribute to a safe and positive school environment. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				935
Strategy 2 Details	Reviews			
Strategy 2: Students in Grades K-5 will participate in proactive social-emotional and character education through counselor-led SEL lessons, Classroom Champions, and I-Lead. Instruction will focus on self-management, responsible decision-making, conflict resolution, respect, and positive peer interactions. Strategy's Expected Result/Impact: Explicit instruction in social-emotional and behavioral skills will strengthen students' ability to manage emotions, resolve conflicts appropriately, and make responsible decisions, resulting in fewer behavioral incidents and improved school climate. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor. 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 2027, 90-100% of all LBJ Elementary students will be actively engaged daily during Workstations and Knights of the Round Table (KORT) as measured through daily classroom observations, weekly instructional walkthroughs, instructional rounds, and campus observation data. Active engagement includes students consistently participating in assigned learning tasks, collaborating appropriately, using instructional materials with fidelity, remaining on task, and transitioning efficiently between learning activities to maximize instructional time. Success will be demonstrated when classrooms consistently maintain 90-100% daily student engagement during these instructional blocks.

Evaluation Data Sources: Evidenced by classroom walkthroughs, lesson plans, student work samples, and instructional observations, resulting in increased student engagement, academic discourse, organization, and rigorous learning experiences.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will implement structured Workstations and Knights of the Round Table (KORT) daily using clearly defined procedures, purposeful learning tasks, and differentiated student groupings based on assessment data to ensure all students are actively engaged in rigorous instruction. Strategy's Expected Result/Impact: Students will remain actively engaged in meaningful learning tasks, receive instruction targeted to their individual needs, and maximize instructional time through effective transitions and purposeful collaboration. As a result, student achievement, academic growth, and overall classroom engagement will increase. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Department Leads 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
					936
Strategy 2 Details		Reviews			
Strategy 2: Campus administrators, instructional coaches, and teacher leaders will conduct regular classroom walkthroughs, instructional rounds, and data reviews to monitor student engagement, provide timely feedback, and support teachers in maintaining 90-100% active student engagement during Workstations and KORT. Strategy's Expected Result/Impact: Teachers will continuously improve instructional practices through timely feedback and coaching, resulting in consistent implementation of Workstations and Knights of the Round Table. As a result, classrooms will maintain high levels of student engagement, maximize instructional time, and improve student achievement. Staff Responsible for Monitoring: Principals, Assistant Principal, MCLs, Department Leads		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, at least 60% of students in each K-5 Math classroom will meet or exceed their individual i-Ready Math growth goals, as measured by i-Ready diagnostic and progress-monitoring data.

Evaluation Data Sources: i-Ready

Strategy 1 Details	Reviews			
Strategy 1: All K-5 Math teachers will implement i-Ready Math with fidelity to provide differentiated instruction aligned to students' individual learning needs. Teachers will utilize diagnostic data to identify skill gaps, provide targeted small-group instruction, supplement grade-level TEKS with i-Ready resources, and monitor student progress regularly to ensure students are making progress toward their individual i-Ready Math growth goals. Strategy's Expected Result/Impact: Consistent implementation of i-Ready Math will provide students with targeted, differentiated instruction to address individual skill gaps and strengthen grade-level mathematical understanding. As a result, at least 60% of students in each Math classroom will meet or exceed their individual i-Ready Math growth goals, contributing to increased overall math achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs 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
				937
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, 100% of LBJ Elementary classrooms will implement the campus culture program with fidelity by conducting Classroom Champions every Monday and I-Lead every Friday. Teachers will consistently reinforce positive student behaviors by issuing LiveSchool points daily (Grades Kinder-5) to students who earn them based on the LBJ Elementary LiveSchool Rubric.

Evaluation Data Sources: Implementation will be monitored through classroom walkthroughs, LiveSchool usage reports, and campus observations to ensure consistent expectations, increased student engagement, positive behavior, and the development of leadership skills across the campus.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement Classroom Champions every Monday, I-Lead every Friday, and consistently award LiveSchool points daily (Grades K-5) based on the LBJ Elementary LiveSchool Rubric. Strategy's Expected Result/Impact: As a result, students will demonstrate increased positive behaviors, stronger leadership skills, improved engagement, and a positive school culture that supports academic success. Staff Responsible for Monitoring: Principal, Assistant Principal, MCL, Counselor, Department Leads TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				938
 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District

Milam Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



939

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 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. Strategies: Data-Driven Instruction, Tier 2/3 Interventions, Professional Learning Communities (PLCs), or Blended Learning Implementation. Funding Source & Budget: Assign relevant Title I or local funding codes if applicable. Staff Responsible: Assign campus leaders, instructional coaches, or grade-level teachers. Timeline & Evidence: Set review dates (checkpoints) and artifacts (PLC logs, assessment growth reports). 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. 7

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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.

Strategies: Data-Driven Instruction, Tier 2/3 Interventions, Professional Learning Communities (PLCs), or Blended Learning Implementation.

Funding Source & Budget: Assign relevant Title I or local funding codes if applicable.

Staff Responsible: Assign campus leaders, instructional coaches, or grade-level teachers.

Timeline & Evidence: Set review dates (checkpoints) and artifacts (PLC logs, assessment growth reports).

Performance Objective 1: By May 2027, positive perception responses on district climate and culture surveys across staff, students, and parents will increase from 58% 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: District climate and culture surveys (staff, student, and family), quarterly feedback loop evaluations, and campus attendance/engagement reports.

Strategy 1 Details	Reviews			
Strategy 1: Implement daily phonemic awareness, vocabulary development, and early numeracy small-group routines using aligned pre-K and kindergarten instructional materials. Problem Statements: Curriculum, Instruction, and Assessment 1	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.

Strategies: Data-Driven Instruction, Tier 2/3 Interventions, Professional Learning Communities (PLCs), or Blended Learning Implementation.

Funding Source & Budget: Assign relevant Title I or local funding codes if applicable.

Staff Responsible: Assign campus leaders, instructional coaches, or grade-level teachers.

Timeline & Evidence: Set review dates (checkpoints) and artifacts (PLC logs, assessment growth reports).

Performance Objective 2: By May 2027, the percentage of 3rd-5th grade students performing at or above the "Meets Grade Level" standard on STAAR reading and math assessments will increase from 35% 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%, 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%, 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 RLA and Math performance and growth reports, district benchmark assessments, and campus progress monitoring logs.

Strategy 1 Details		Reviews			
Strategy 1: Implement daily data-driven small-group instruction and targeted intervention blocks using supplemental STAAR-aligned materials to close learning gaps in 3rd-5th grade reading and math. Strategy's Expected Result/Impact: Higher student mastery of core reading and math concepts, leading to increased grade-level growth on campus benchmark assessments and improved STAAR "Meets" performance across 3rd-5th grades. Staff Responsible for Monitoring: Campus Principal, Assistant Principals, and Math/RLA Instructional Coaches Problem Statements: Demographics 2		Formative			Summative
		Oct	Jan	Mar	May
					➔ Continue/ Modify
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.

Strategies: Data-Driven Instruction, Tier 2/3 Interventions, Professional Learning Communities (PLCs), or Blended Learning Implementation.

Funding Source & Budget: Assign relevant Title I or local funding codes if applicable.

Staff Responsible: Assign campus leaders, instructional coaches, or grade-level teachers.

Timeline & Evidence: Set review dates (checkpoints) and artifacts (PLC logs, assessment growth reports).

Performance Objective 3: By May 2027, the percentage of entering kindergarten students meeting or exceeding the kindergarten readiness benchmark will increase from 56% to 65%.

HB3 Board Goal

Evaluation Data Sources: TX-KEA (Texas Kindergarten Entry Assessment) results, mCLASS/DIBELS benchmark data, and district pre-K progress monitoring reports.

Strategy 1 Details		Reviews			
Strategy 1: Implement daily phonemic awareness, vocabulary development, and early numeracy small-group routines using aligned pre-K and kindergarten instructional materials. Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
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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 2027, the percentage of students achieving or exceeding their Math RIT growth goal in grades Kindergarten through 5th grade will increase from 59% to 70%

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 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 Math performance and growth reports, district benchmark assessments, and monthly campus progress monitoring logs.

Strategy 1 Details	Reviews			
Strategy 1: Utilize bi-weekly PLC data meetings to analyze campus formative assessment data, aligning Tier 1 instruction and designing targeted small-group math interventions. Strategy's Expected Result/Impact: Increased student performance on Math assessments across K-5, evidenced by higher percentages of students meeting individual RIT growth goals through data-driven PLC instructional adjustments. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Math Interventionists Problem Statements: Demographics 2 - Student Achievement 2 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				 Continue/Modify
 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 May 2027, 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 STAAR assessment.

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: STAAR reading data

Strategy 1 Details	Reviews			
Strategy 1: Implement daily, targeted small-group guided reading interventions and phonics/fluency routines during intervention blocks to support students performing below grade level. Strategy's Expected Result/Impact: Enhanced teacher instructional capacity in evidence-based literacy routines, leading to increased student reading comprehension, vocabulary development, and growth on district benchmarks and STAAR reading assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Reading Interventionists Problem Statements: Demographics 2 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				 Continue/Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, 5th grade students achieving or exceeding the "Meets Grade Level" performance category in STAAR science will increase from 30% to 45%.

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Implement weekly hands-on science inquiry labs and structured Claim-Evidence-Reasoning (CER) writing routines to deepen 5th-grade students' conceptual understanding and scientific reasoning skills. Strategy's Expected Result/Impact: Increased student mastery of 5th-grade science concepts and improved scientific writing proficiency on CER tasks, leading to higher achievement on district checkpoints and the STAAR Science assessment. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, 5th Grade Science Teachers Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
				 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: Utilize bi-weekly PLC data meetings to analyze campus formative assessment data, adjusting Tier 1 core instruction and designing targeted small-group interventions. Strategy's Expected Result/Impact: Increased student performance on assessments across grades K-5, evidenced by higher percentages of students meeting individual RIT growth goals through data-driven PLC instructional adjustments. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Math Interventionists Problem Statements: Curriculum, Instruction, and Assessment 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
				 Continue/ Modify
Strategy 3 Details	Reviews			
Strategy 3: Implement daily, targeted small-group math interventions and supplemental digital learning paths during intervention blocks to accelerate growth for students performing below grade level. Strategy's Expected Result/Impact: Accelerated math proficiency and reduced learning gaps for K-5 students performing below grade level, leading to increased percentage of students meeting individual NWEA MAP Math growth targets. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Math Interventionists Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				 Continue/ Modify



No Progress



Accomplished



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Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, the percentage of 3rd through 5th grade students achieving or exceeding the "Meets Grade Level" standard on the STAAR Math assessment will increase from 35% to 48%.

Evaluation Data Sources: STAAR Math performance and growth reports, district benchmark assessments, and monthly campus progress monitoring logs.

Strategy 1 Details	Reviews			
Strategy 1: Implement bi-weekly math PLC data meetings to analyze district benchmark data, identify student learning gaps, and deliver targeted Tier 2 small-group math interventions during daily intervention blocks. Strategy's Expected Result/Impact: Increased student math mastery on district benchmarks and checkpoints, leading to timely Tier 2 interventions and measurable growth toward the 48% target on the STAAR Math assessment. Staff Responsible for Monitoring: Campus Principal, Assistant Principals, and Math Instructional Coach Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	May
				 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue 949				

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, the percentage of students reporting a positive sense of school connectedness on the Panorama climate survey will increase from 59% to 70%.

Evaluation Data Sources: Panorama Student Climate & Culture Survey results, campus connectedness pulse checks, and student council feedback logs.

Strategy 1 Details	Reviews			
Strategy 1: Implement campus-wide daily morning meetings and structured advisory periods to foster positive peer-to-peer relationships and staff-student mentorship across all grade levels. Strategy's Expected Result/Impact: Increased student-to-peer and student-to-staff relationship building, leading to improved campus climate, reduced behavioral disruptions, and higher student connectedness on the Panorama survey. Staff Responsible for Monitoring: Campus Principal, Assistant Principals, and Campus Counselors Problem Statements: Family and Community Engagement 2	Formative			Summative
	Oct	Jan	Mar	May
				→ Continue/ Modify
No Progress Accomplished → Continue/Modify ✖ Discontinue 950				

Ector County Independent School District

Murry Fly Elementary

2026-2027 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 2027, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 44% 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 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: 2027 STAAR Assessment, iReady Diagnostic Data, Checkpoint Data, Walkthrough data, Student data trackers

Strategy 1 Details	Reviews			
Strategy 1: Murry Fly Math Teachers will incorporate iReady into their daily Math block to build Math fluency and ensure student growth. Strategy's Expected Result/Impact: Murry Fly students will demonstrate increased math fluency and measurable academic growth through the consistent and purposeful integration of i-Ready into the daily math block, allowing teachers to provide targeted instruction based on individual student needs. Staff Responsible for Monitoring: Administrators, MCL, Teachers 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	Formative			Summative
	Oct	Jan	Mar	May ⁹⁵⁴

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use district approved Math resources, such as SAVVAS, to provide effective Tier 1 Instruction for all students. Strategy's Expected Result/Impact: Students will demonstrate increased math achievement and mastery of grade-level standards through consistent, high-quality Tier 1 instruction using district-approved resources, with instruction aligned to student needs and grade-level expectations. Staff Responsible for Monitoring: Administrators, MCL, Teachers 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will participate in weekly ECISD PLC Cycles led by MCLs and Lead Teachers, focusing on Internalizing Instruction, Refinement, Checkpoints, and Data Analysis to strengthen instructional practices and improve student outcomes. Strategy's Expected Result/Impact: Collaboration among teachers during weekly PLCs supports the continuous refinement of instructional content, strengthens academic rigor, and promotes effective data analysis. This collaborative process allows educators to respond proactively and promptly to student needs. Staff Responsible for Monitoring: Administrators, MCLs, Lead 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 Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: Multi Classroom Leaders - Title One School-wide - \$98,000	Formative			Summative
	Oct	Jan	Mar	May
				955
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Murry Fly Elementary serves a student population with significant academic risk factors, including 82.8% Economically Disadvantaged, 75.5% At-Risk, and 58.1% Emergent Bilingual students. These demographics indicate a continued need for targeted academic interventions, language development, and differentiated instruction to ensure all students achieve grade-level expectations. **Root Cause:** The high concentration of students experiencing economic disadvantage, language acquisition needs, and other at-risk factors increases the need for consistent, data-driven instructional practices, targeted interventions, and family engagement. Without implementation of these supports, many students enter and remain below grade level, making it more difficult to accelerate academic growth.

Curriculum, Instruction, and Assessment

Problem Statement 1: As student enrollment continues to grow and student needs become increasingly diverse, the campus must continue strengthening instructional practices, differentiation, and the use of data to ensure all students receive targeted support and achieve academic growth. **Root Cause:** The primary root cause is the ongoing need to build teacher capacity in effectively implementing curriculum resources, analyzing data, and providing differentiated and rigorous instruction for a wide range of learners.

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 2027, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 42% to 50%.

HB3 Board Goal

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%, 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: 2027 STAAR Assessment

Strategy 1 Details	Reviews			
Strategy 1: Murry Fly teachers will use the district's Reading Framework for Tier 1 instruction for all students. Strategy's Expected Result/Impact: All students will receive grade level rigorous instruction. Staff Responsible for Monitoring: Administrators, MCLs, Teachers 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
				957
Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in weekly ECISD PLC Cycles led by MCLs and Lead Teachers, focusing on Internalizing Instruction, Refinement, Checkpoints, and Data Analysis to strengthen instructional practices and improve student outcomes. Strategy's Expected Result/Impact: Collaboration among teachers during weekly PLCs supports the continuous refinement of instructional content, strengthens academic rigor, and promotes effective data analysis. This collaborative process allows educators to respond proactively and promptly to student needs. Staff Responsible for Monitoring: Administrators, MCLs, Lead Teachers 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 Funding Sources: Lead Teacher Stipend - Title One School-wide - \$17,500	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: As student enrollment continues to grow and student needs become increasingly diverse, the campus must continue strengthening instructional practices, differentiation, and the use of data to ensure all students receive targeted support and achieve academic growth. **Root Cause:** The primary root cause is the ongoing need to build teacher capacity in effectively implementing curriculum resources, analyzing data, and providing differentiated and rigorous instruction for a wide range of learners.

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 2027, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 20% to 30%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, 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: 2027 STAAR Assessment

Strategy 1 Details		Reviews			
Strategy 1: Murry Fly will participate in district-provided professional learning focused on the Science adoption and Science Cut Ups. Teachers will follow the established scope and sequence to ensure consistent implementation of the curriculum and promote student growth and achievement. Strategy's Expected Result/Impact: Students will demonstrate increased science achievement and mastery of grade-level standards through consistent implementation of the adopted science curriculum, aligned instruction, and effective use of Science Cut Ups to strengthen content knowledge, engagement, and academic growth. Staff Responsible for Monitoring: Administrators, MCLs, Teachers 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
					959
Strategy 2 Details		Reviews			
Strategy 2: Teachers will participate in ECISD PLC Cycles led by MCLs and Lead Teachers, focusing on Internalizing Instruction, Refinement, Checkpoints, and Data Analysis to strengthen instructional practices and improve student outcomes. Strategy's Expected Result/Impact: Collaboration among teachers during PLCs supports the continuous refinement of instructional content, strengthens academic rigor, and promotes effective data analysis. This collaborative process allows educators to respond proactively and promptly to student needs. Staff Responsible for Monitoring: Administrators, MCLs, Teachers 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



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:**Student Achievement**

Problem Statement 1: Although Reading and Mathematics performance improved, 5th Grade Science achievement remains significantly lower, with only 54% of students meeting the Approaches standard, 20% meeting the Meets standard, and 6% achieving Masters. Science performance for Emergent Bilingual students remains especially low, with only 46% Approaches, 12% Meets, and 0% Masters, indicating persistent achievement gaps. **Root Cause:** Science instruction has not consistently provided students with rigorous, TEKS-aligned learning experiences that integrate academic vocabulary, inquiry-based instruction, and targeted interventions. Additionally, students--particularly Emergent Bilingual and Special Education populations--need more frequent opportunities to engage in hands-on investigations and scientific discourse.

Curriculum, Instruction, and Assessment

Problem Statement 1: As student enrollment continues to grow and student needs become increasingly diverse, the campus must continue strengthening instructional practices, differentiation, and the use of data to ensure all students receive targeted support and achieve academic growth. **Root Cause:** The primary root cause is the ongoing need to build teacher capacity in effectively implementing curriculum resources, analyzing data, and providing differentiated and rigorous instruction for a wide range of learners.

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 I-Ready reading goal will increase from 53 % to 60%.

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%, 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 iReady reading 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 TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May
				961
Strategy 2 Details	Reviews			
Strategy 2: All students in grades K-3 will consistently complete their recommended i-Ready instructional minutes to support individualized learning and promote academic growth. Strategy's Expected Result/Impact: Students in grades K-3 will demonstrate increased reading and math achievement through consistent completion of recommended i-Ready instructional minutes, providing targeted practice aligned to individual learning needs and supporting measurable academic growth. Staff Responsible for Monitoring: Teachers, MCLs, Administrators 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 Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Murry Fly Elementary serves a student population with significant academic risk factors, including 82.8% Economically Disadvantaged, 75.5% At-Risk, and 58.1% Emergent Bilingual students. These demographics indicate a continued need for targeted academic interventions, language development, and differentiated instruction to ensure all students achieve grade-level expectations. **Root Cause:** The high concentration of students experiencing economic disadvantage, language acquisition needs, and other at-risk factors increases the need for consistent, data-driven instructional practices, targeted interventions, and family engagement. Without implementation of these supports, many students enter and remain below grade level, making it more difficult to accelerate academic 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 2: The % of 3rd grade students performing at the MEETS level on their Reading STAAR assessment will increase from 42 % to 48%.

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: Evaluation data will be collected from the Grade 3 Reading STAAR assessment results to measure the percentage of students performing at the MEETS level, with a goal of increasing performance from 42% to 48%. Progress toward the goal will also be monitored throughout the year using i-Ready Reading data, district benchmarks, and campus checkpoints to identify student needs and adjust instruction accordingly.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in weekly ECISD PLC Cycles led by MCLs and Lead Teachers, focusing on Internalizing Instruction, Refinement, Checkpoints, and Data Analysis to strengthen instructional practices and improve student outcomes. Strategy's Expected Result/Impact: Collaboration among teachers during weekly PLCs supports the continuous refinement of instructional content, strengthens academic rigor, and promotes effective data analysis. This collaborative process allows educators to respond proactively and promptly to student needs. Staff Responsible for Monitoring: Administrators, MCLs, Lead Teachers Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				963
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 ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Murry Fly Elementary will provide targeted Tier 2 and Tier 3 academic support based on student needs and progress-monitoring data using 4 Title I aides. Strategy's Expected Result/Impact: Identified students will receive small-group interventions with approximately 3-4 students per group, with 30 minutes of targeted support provided daily for every three assigned teachers. Student progress will be monitored regularly, and interventions will be adjusted based on formative and summative data to ensure students receive the appropriate level of support and continue progressing toward grade-level expectations. Staff Responsible for Monitoring: Teachers, MCLs, Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 Funding Sources: Instructional Aides Title I - Title One School-wide - \$132,000		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

964

Demographics
Problem Statement 1: Murry Fly Elementary serves a student population with significant academic risk factors, including 82.8% Economically Disadvantaged, 75.5% At-Risk, and 58.1% Emergent Bilingual students. These demographics indicate a continued need for targeted academic interventions, language development, and differentiated instruction to ensure all students achieve grade-level expectations. Root Cause: The high concentration of students experiencing economic disadvantage, language acquisition needs, and other at-risk factors increases the need for consistent, data-driven instructional practices, targeted interventions, and family engagement. Without implementation of these supports, many students enter and remain below grade level, making it more difficult to accelerate academic growth.
Curriculum, Instruction, and Assessment
Problem Statement 1: As student enrollment continues to grow and student needs become increasingly diverse, the campus must continue strengthening instructional practices, differentiation, and the use of data to ensure all students receive targeted support and achieve academic growth. Root Cause: The primary root cause is the ongoing need to build teacher capacity in effectively implementing curriculum resources, analyzing data, and providing differentiated and rigorous instruction for a wide range of learners.

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 67% 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 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 ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 2	Formative			Summative
	Oct	Jan	Mar	May
				965
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, Communities in Schools Coordinator 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 1 Problem Statements:

School Culture and Climate

Problem Statement 2: Murry Fly Elementary students need increased access to counseling and social-emotional support to strengthen positive behavior, school connectedness, and overall well-being. Inconsistent access to guidance lessons, individual counseling, and targeted small-group support may limit students' ability to develop effective coping strategies, manage emotions and build positive relationships. **Root Cause:** Murry Fly Elementary students need increased access to counseling and social-emotional support to strengthen positive behavior, school connectedness, and overall well-being. Inconsistent access to guidance lessons, individual counseling, and targeted small-group support may limit students' ability to develop effective coping strategies, and feel a sense of belonging at 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 2: Student daily attendance will increase from 94 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 proactively contact parents of students with chronic absences. In alignment with the district truancy policy, the school will make and document parent contact when a student reaches 3, 5, 7, and 10 absences to address attendance concerns and provide appropriate support. Strategy's Expected Result/Impact: Parents will receive ongoing education regarding the importance of regular student attendance and its direct impact on student learning and 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: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
				967
Strategy 2 Details	Reviews			
Strategy 2: Murry Fly will host monthly attendance celebrations to recognize and reward the class with the highest attendance in each grade level, promoting a positive culture of consistent student attendance. Strategy's Expected Result/Impact: Monthly attendance celebrations will encourage consistent student attendance, contributing to improved overall attendance rates and increased student engagement across all grade levels. Staff Responsible for Monitoring: Classroom teachers, Counselors, Administrators, Communities in Schools Coordinator 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



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 1: As the campus continues to grow, maintaining consistent expectations, communication, and engagement practices across all areas of the school remains an ongoing focus to ensure all stakeholders feel valued, supported, and connected to the Murry Fly community. **Root Cause:** There is a need for ongoing opportunities to strengthen communication, build relationships, reinforce campus expectations, and ensure all stakeholders have a shared understanding of the school's mission, vision, and values.

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 3% to 0%.

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: PEIMS discipline reports

Strategy 1 Details	Reviews			
Strategy 1: Use restorative practices to address student behavior in a positive way, by consistently using CHAMPS and implementing Emergent Tree to create a positive and respectful school environment. Strategy's Expected Result/Impact: Staff will support students in resolving conflicts through restorative conversations and problem-solving strategies rather than relying on referrals that may result in suspensions or removals from class. This approach will help keep students engaged in the learning environment and minimize instructional disruptions. Staff Responsible for Monitoring: Teachers, Administrators 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
				969
Strategy 2 Details	Reviews			
Strategy 2: Counselors will meet regularly with students to develop social-emotional skills, strengthen emotional regulation, and build positive relationships. These proactive supports will help students develop effective coping and communication strategies, reducing the likelihood of behavioral concerns before they occur. Strategy's Expected Result/Impact: This proactive support will help reduce behavioral concerns by addressing them early and providing students with strategies to make positive choices. Staff Responsible for Monitoring: Teachers, Counselors, Administrators 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

Performance Objective 3 Problem Statements:

School Culture and Climate

Problem Statement 2: Murry Fly Elementary students need increased access to counseling and social-emotional support to strengthen positive behavior, school connectedness, and overall well-being. Inconsistent access to guidance lessons, individual counseling, and targeted small-group support may limit students' ability to develop effective coping strategies, manage emotions and build positive relationships. **Root Cause:** Murry Fly Elementary students need increased access to counseling and social-emotional support to strengthen positive behavior, school connectedness, and overall well-being. Inconsistent access to guidance lessons, individual counseling, and targeted small-group support may limit students' ability to develop effective coping strategies, and feel a sense of belonging at school.

Board Goal 4: Classroom Excellence

Performance Objective 1: Increase the percentage of Certified teachers in ECISD classrooms by 2.5% by June 2027

Strategy 1 Details	Reviews			
Strategy 1: Continue to monitor and evaluate current employee Individualized Certification Plans and implement Individualized Certification Plans for new hires to ensure information, accountability, and support in obtaining their teaching certification. Strategy's Expected Result/Impact: Increase in the percentage of certified staff. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: 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
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: Murry Fly Elementary continues to experience challenges related to increasing student enrollment and growing class sizes, which has created a greater demand for instructional support and effective classroom management. The campus is supported by one Instructional Facilitator and six District of Innovation (DOI) teachers, working towards a fully certified staff. **Root Cause:** As the campus works to meet the needs of a growing student population, the number of instructional support personnel available to provide coaching, intervention, and classroom assistance must continue to expand. While the campus is supported by one Instructional Facilitator and six District of Innovation (DOI) teachers, additional capacity is needed to provide rigorous and effective instruction.

Board Goal 4: Classroom Excellence

Performance Objective 2: Decrease the percentage of ECISD classrooms staffed by uncertified teachers from 22% to 18% by May 2027.

Evaluation Data Sources: Teacher Certification Data, PEIMS Staffing Data, HR Vacancy Reports

Strategy 1 Details	Reviews			
Strategy 1: Monitor certification progress and provide targeted support for district uncertified teachers. Strategy's Expected Result/Impact: Decrease the percentage of Murry Fly classrooms staffed by uncertified teachers Staff Responsible for Monitoring: Principal ESF Levers: Lever 2: Strategic Staffing Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: 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 ESF Levers: Lever 2: Strategic Staffing Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May
				973
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: Murry Fly Elementary continues to experience challenges related to increasing student enrollment and growing class sizes, which has created a greater demand for instructional support and effective classroom management. The campus is supported by one Instructional Facilitator and six District of Innovation (DOI) teachers, working towards a fully certified staff. **Root Cause:** As the campus works to meet the needs of a growing student population, the number of instructional support personnel available to provide coaching, intervention, and classroom assistance must continue to expand. While the campus is supported by one Instructional Facilitator and six District of Innovation (DOI) teachers, additional capacity is needed to provide rigorous and effective instruction.

Board Goal 4: Classroom Excellence

Performance Objective 3: Increase Multi-Classroom Leader (MCL) capacity by 10% during the 2026-2027 school year to strengthen coaching practices and improve student achievement, with a focus on increasing student growth and performance in the classrooms of teachers receiving MCL coaching.

Evaluation Data Sources: OC participation data, Campus staffing Data, TIA data, student assessment data-iReady, STAAR

Strategy 1 Details	Reviews			
Strategy 1: MCLs will participate in targeted professional learning, coaching, and leadership opportunities to strengthen their skills in instructional coaching, data analysis, PLC facilitation, and teacher support, resulting in a 10% increase in MCL capacity during the 2026-27 school year. Strategy's Expected Result/Impact: The increased MCL capacity will strengthen teacher support, improve PLC effectiveness, and promote data-driven instructional practices, resulting in improved teaching and student learning outcomes. Staff Responsible for Monitoring: Administrators, MCLs 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
				975
Strategy 2 Details	Reviews			
Strategy 2: MCLs will lead regular PLCs, model effective instructional practices, and collaborate with teachers to strengthen instructional capacity and leadership skills throughout the 2026-27 school year. Strategy's Expected Result/Impact: This strategy will strengthen instructional practices, increase teacher collaboration, and improve PLC effectiveness, resulting in more consistent, high-quality instruction and improved student outcomes. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: School Organization 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: 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 TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Organization 1 Funding Sources: Reach Associates - Title One School-wide - \$66,000	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention	976
Problem Statement 1: Murry Fly Elementary continues to experience challenges related to increasing student enrollment and growing class sizes, which has created a greater demand for instructional support and effective classroom management. The campus is supported by one Instructional Facilitator and six District of Innovation (DOI) teachers, working towards a fully certified staff. Root Cause: As the campus works to meet the needs of a growing student population, the number of instructional support personnel available to provide coaching, intervention, and classroom assistance must continue to expand. While the campus is supported by one Instructional Facilitator and six District of Innovation (DOI) teachers, additional capacity is needed to provide rigorous and effective instruction.	
School Organization	
Problem Statement 1: Ensuring that PLC time is consistently focused on analyzing student data, identifying instructional gaps, and developing targeted interventions is essential to increasing student achievement and accelerating academic growth. Root Cause: Teachers have varying levels of experience and confidence with utilizing student data to drive instructional decisions and implementing differentiated instructional strategies.	

Board Goal 5: Culture of Excellence

Performance Objective 1: Increase the number of time our counselors meet the expectation of spending by at least 25% of their time on guidance curriculum from 28% to 50% by May 2027.

HB3 Board Goal

Evaluation Data Sources: Counselor 80/20 Tracking Form

Strategy 1 Details	Reviews			
Strategy 1: Counselors will develop and implement a structured guidance curriculum schedule that prioritizes classroom guidance lessons aligned to student needs and campus goals. Strategy's Expected Result/Impact: Increased time dedicated to guidance curriculum will strengthen students' social-emotional, academic, and college/ career readiness skills while increasing counselor alignment with the 25% expectation. Staff Responsible for Monitoring: Principal Title I: 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 2	Formative			Summative
	Oct	Jan	Mar	May
				977
Strategy 2 Details	Reviews			
Strategy 2: Counselors will collaborate with teachers and campus leadership to schedule regular guidance lessons and monitor counseling time monthly to ensure consistent implementation. Strategy's Expected Result/Impact: Consistent scheduling and monitoring will increase counselors' time spent on guidance curriculum from 28% to 50% by May 2027, resulting in more equitable access to counseling support for all students. Staff Responsible for Monitoring: Principal Title I: 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction 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: Murry Fly Elementary students need increased access to counseling and social-emotional support to strengthen positive behavior, school connectedness, and overall well-being. Inconsistent access to guidance lessons, individual counseling, and targeted small-group support may limit students' ability to develop effective coping strategies, manage emotions and build positive relationships. **Root Cause:** Murry Fly Elementary students need increased access to counseling and social-emotional support to strengthen positive behavior, school connectedness, and overall well-being. Inconsistent access to guidance lessons, individual counseling, and targeted small-group support may limit students' ability to develop effective coping strategies, and feel a sense of belonging at school.

Board Goal 5: Culture of Excellence

Performance Objective 2: Murry Fly will provide a safe and supportive environment by May 2027 by completing 100% of Safe Schools Training in a timely manner.

Evaluation Data Sources: Safe Schools Training

Strategy 1 Details	Reviews			
Strategy 1: Campus administration will monitor Safe Schools Training completion weekly and provide reminders and support to staff to ensure all required training is completed by established deadlines. Strategy's Expected Result/Impact: Timely completion of required training will ensure 100% staff compliance and increase staff awareness of safety procedures and expectations. Staff Responsible for Monitoring: Principal Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Safe Schools Training expectations and deadlines will be communicated during staff meetings and campus communications, with administrators following up individually with staff who have outstanding requirements. Strategy's Expected Result/Impact: Consistent communication and follow-up will promote accountability and strengthen a safe, supportive school environment for students and staff. Staff Responsible for Monitoring: Principal Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May 2027
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: As the campus continues to grow, maintaining consistent expectations, communication, and engagement practices across all areas of the school remains an ongoing focus to ensure all stakeholders feel valued, supported, and connected to the Murry Fly community. Root Cause: There is a need for ongoing opportunities to strengthen communication, build relationships, reinforce campus expectations, and ensure all stakeholders have a shared understanding of the school's mission, vision, and values.

Board Goal 5: Culture of Excellence

Performance Objective 3: Increase the campus participation in Family Engagement opportunities from 4% to 10% by May 2027

Evaluation Data Sources: Family Engagement Events

Strategy 1 Details	Reviews			
Strategy 1: Murry Fly will offer engaging family events throughout the year that connect families with student learning, school resources, and opportunities to participate in their child's education. Strategy's Expected Result/Impact: Increased opportunities will encourage more families to participate, strengthening family-school partnerships and increasing engagement from 4% to 10%. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The campus will use multiple communication methods, including phone calls, text messages, social media, and flyers, to promote family engagement events and provide families with timely information. Strategy's Expected Result/Impact: Consistent and accessible communication will increase awareness and participation in campus events, resulting in stronger family involvement and improved student support. Staff Responsible for Monitoring: Principal 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				

Performance Objective 3 Problem Statements:

Family and Community Engagement
Problem Statement 1: As the campus continues to grow, maintaining consistent communication, outreach, and involvement among all families remains an area of continued focus. Root Cause: The primary root cause is the need to develop and expand systems that provide equitable opportunities for all families to engage with the school.

Ector County Independent School District

New Tech Odessa High School

2026-2027 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 2027, the percentage of students performing at the MASTERS level on English 1 EOC will increase from 25% to 28%.

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: District Checkpoints, Interim Assessments, EOC Assessment

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional leadership will regularly review and disaggregate student data to track the progress of all learners. Strategy's Expected Result/Impact: Leaders will use this information to provide teachers with actionable feedback focused on improving the consistency and rigor of Tier 1 instruction. Staff Responsible for Monitoring: Campus Administration Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
				984

Strategy 2 Details		Reviews			
Strategy 2: Teachers will utilize a data-driven instruction planning process both individually and within Professional Learning Communities (PLCs) to analyze student performance data. Strategy's Expected Result/Impact: An increase in student performance on the EOC by identifying trends in student misconceptions and planning specific interventions. Staff Responsible for Monitoring: Teachers Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Achievement		985
Problem Statement 1: Masters level scores in four out of five tested areas have historically stayed below 30%. Root Cause: Instruction and rigor primarily being targeted at the "Meets" 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 2027, the percentage of students performing at the MASTERS level on English 2 EOC will increase from 12% to 15%.

HB3 Board Goal

Evaluation Data Sources: District Checkpoints, Interim Assessments, EOC Assessment

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional leadership will regularly review and disaggregate student data to track the progress of all learners. Strategy's Expected Result/Impact: Leaders will use this information to provide teachers with actionable feedback focused on improving the consistency and rigor of Tier 1 instruction. Staff Responsible for Monitoring: Campus Administration Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
				986
Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize a data-driven instruction planning process both individually and within Professional Learning Communities (PLCs) to analyze student performance data. Strategy's Expected Result/Impact: An increase in student performance on the EOC by identifying trends in student misconceptions and planning specific interventions. Staff Responsible for Monitoring: Teachers Title I: 2.51 - TEA Priorities: 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: Masters level scores in four out of five tested areas have historically stayed below 30%. **Root Cause:** Instruction and rigor primarily being targeted at the "Meets" level.

Problem Statement 2: While the Algebra I overall passing rate remains high at 96%, performance at the "Masters" level experienced a significant decline from 25% in 2025 to 7% in 2026, and English II "Meets" performance dropped from a high of 92% in 2024 to 86% in 2026. **Root Cause:** There has been a lack of daily student-target tracking protocols and standard-aligned lesson scaffolding in mathematics and literacy to address individualized conceptual gaps and sustain high-fidelity mastery over time.

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 2027, the percentage of students performing at the MASTERS level on Biology EOC will increase from 50% to 53%.

Evaluation Data Sources: District Checkpoints, Interim Assessments, EOC Assessment

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional leadership will regularly review and disaggregate student data to track the progress of all learners. Strategy's Expected Result/Impact: Leaders will use this information to provide teachers with actionable feedback focused on improving the consistency and rigor of Tier 1 instruction. Staff Responsible for Monitoring: Campus Administration Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 3	Formative			Summative
	Oct	Jan	Mar	May
				988
Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize a data-driven instruction planning process both individually and within Professional Learning Communities (PLCs) to analyze student performance data. Strategy's Expected Result/Impact: An increase in student performance on the EOC by identifying trends in student misconceptions and planning specific interventions. Staff Responsible for Monitoring: Teachers Title I: 2.51 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 3	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 3: While Biology and U.S. History EOC outcomes reached historic highs in Spring 2026 (with Biology "Meets" at 92% / "Masters" at 50%, and U.S. History "Meets" at 92% / "Masters" at 54%), multi-year trend data reveals historical performance volatility--specifically highlighted by the sharp dips in 2024 where Biology "Meets" plummeted to 63% and U.S. History "Meets" fell to 77%. Root Cause: Instructional planning and rigor have historically been highly cohort-dependent and reliant on individual teacher pathways, rather than being anchored in standardized, system-wide PBL/PrBL scaffolding protocols and continuous facilitator calibration.

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 2027, the percentage of students performing at the MASTERS level on US History EOC will increase from 54% to 57%.

Evaluation Data Sources: District Checkpoints, Interim Assessments, EOC Assessment

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional leadership will regularly review and disaggregate student data to track the progress of all learners. Strategy's Expected Result/Impact: Leaders will use this information to provide teachers with actionable feedback focused on improving the consistency and rigor of Tier 1 instruction. Staff Responsible for Monitoring: Campus Administration Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 3	Formative			Summative
	Oct	Jan	Mar	May
				990
Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize a data-driven instruction planning process both individually and within Professional Learning Communities (PLCs) to analyze student performance data. Strategy's Expected Result/Impact: An increase in student performance on the EOC by identifying trends in student misconceptions and planning specific interventions. Staff Responsible for Monitoring: Teachers Title I: 2.51 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 3	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 3: While Biology and U.S. History EOC outcomes reached historic highs in Spring 2026 (with Biology "Meets" at 92% / "Masters" at 50%, and U.S. History "Meets" at 92% / "Masters" at 54%), multi-year trend data reveals historical performance volatility--specifically highlighted by the sharp dips in 2024 where Biology "Meets" plummeted to 63% and U.S. History "Meets" fell to 77%. Root Cause: Instructional planning and rigor have historically been highly cohort-dependent and reliant on individual teacher pathways, rather than being anchored in standardized, system-wide PBL/PrBL scaffolding protocols and continuous facilitator calibration.

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 2027, the percentage of students performing at the MEETS level on Algebra 1 EOC will increase from 51% 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: District Checkpoints, Interim Assessments, EOC Assessment

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional leadership will regularly review and disaggregate student data to track the progress of all learners. Strategy's Expected Result/Impact: Leaders will use this information to provide teachers with actionable feedback focused on improving the consistency and rigor of Tier 1 instruction. Staff Responsible for Monitoring: Campus Administration Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May
				992

Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize a data-driven instruction planning process both individually and within Professional Learning Communities (PLCs) to analyze student performance data. Strategy's Expected Result/Impact: An increase in student performance on the EOC by identifying trends in student misconceptions and planning specific interventions. Staff Responsible for Monitoring: Teachers Title I: 2.51 - TEA Priorities: 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	993
Problem Statement 2: While the Algebra I overall passing rate remains high at 96%, performance at the "Masters" level experienced a significant decline from 25% in 2025 to 7% in 2026, and English II "Meets" performance dropped from a high of 92% in 2024 to 86% in 2026. Root Cause: There has been a lack of daily student-target tracking protocols and standard-aligned lesson scaffolding in mathematics and literacy to address individualized conceptual gaps and sustain high-fidelity mastery over time.	

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 2027, the percentage of students achieving or exceeding their i-Ready reading goal will increase from the baseline established during the Fall 2026 diagnostic window to a final target of 52%.

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: i-Ready Diagnostic Reports (Fall 2026 Baseline, Winter, and Spring windows)

Strategy 1 Details	Reviews			
Strategy 1: Standardize literacy routines (including text-based evidence, inquiry, and academic vocabulary) across core PBL units, utilizing the Project Planning Toolkit Form to map student literacy expectations into daily work. Strategy's Expected Result/Impact: Merges diagnostic-focused reading interventions with rigorous PBL core instruction, elevating student achievement. Staff Responsible for Monitoring: Teachers, Instructional Coach Title I: 2.52 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				994

Strategy 2 Details		Reviews			
Strategy 2: Integrating AVID WICOR Frameworks through the implementation of AVID WICOR active reading strategies across all content areas. Strategy's Expected Result/Impact: Students actively transfer foundational reading skills learned into core PBL projects. Staff Responsible for Monitoring: Core Facilitators, AVID Coordinator, and Campus Administration Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 6 Problem Statements:

Curriculum, Instruction, and Assessment		995
Problem Statement 1: The delivery and implementation of the school's primary instructional models--Project-Based Learning (PBL) and Problem-Based Learning (PrBL)--varies significantly from classroom to classroom. Root Cause: The primary cause for this inconsistency is that PBL and PrBL are advanced methods of instructional delivery. These models require: Extensive planning time to group standards and design complex real-world problems. Ongoing training to keep staff updated on best practices. Consistent evaluation and feedback from year-to-year to ensure instructional rigor and high-quality implementation.		

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 2027, the percentage of students achieving or exceeding their i-Ready math goal will increase from the baseline established during the Fall 2026 diagnostic window to a final target of 52%.

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: i-Ready Diagnostic Reports (Fall 2026 Baseline, Winter, and Spring windows)

Strategy 1 Details	Reviews			
Strategy 1: Facilitators will utilize the Problem Based Planning Form during weekly PLCs to design targeted mathematical scaffolds and real-world application tasks that address core conceptual mathematical gaps. Strategy's Expected Result/Impact: Eliminates instruction-to-delivery variances, ensuring math curriculum scaffolding targets complex problem-solving domains and drives diagnostic growth. Staff Responsible for Monitoring: Math Teachers, Campus Administration Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				996

Strategy 2 Details	Reviews			
Strategy 2: Implement an active student target-tracking protocol where students regularly monitor their math RIT and i-Ready data to set, track, and own their personal academic growth goals. Strategy's Expected Result/Impact: Increases student connectedness and academic ownership, motivating students to proactively close conceptual learning gaps Staff Responsible for Monitoring: Math Teachers Title I: 2.52 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 7 Problem Statements:

Student Achievement	997
Problem Statement 2: While the Algebra I overall passing rate remains high at 96%, performance at the "Masters" level experienced a significant decline from 25% in 2025 to 7% in 2026, and English II "Meets" performance dropped from a high of 92% in 2024 to 86% in 2026. Root Cause: There has been a lack of daily student-target tracking protocols and standard-aligned lesson scaffolding in mathematics and literacy to address individualized conceptual gaps and sustain high-fidelity mastery over time.	
Curriculum, Instruction, and Assessment	
Problem Statement 1: The delivery and implementation of the school's primary instructional models--Project-Based Learning (PBL) and Problem-Based Learning (PrBL)--varies significantly from classroom to classroom. Root Cause: The primary cause for this inconsistency is that PBL and PrBL are advanced methods of instructional delivery. These models require: Extensive planning time to group standards and design complex real-world problems. Ongoing training to keep staff updated on best practices. Consistent evaluation and feedback from year-to-year to ensure instructional rigor and high-quality implementation.	

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: By May of 2027, the percentage of seniors meeting at least one College, Career, and Military Readiness (CCMR) accountability indicator 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: OnData Suite

Strategy 1 Details		Reviews			
Strategy 1: The counselor and campus administration will disaggregate student data to proactively identify any learners who have not yet met a CCMR accountability indicator. Strategy's Expected Result/Impact: Learners who do not have a CCMR indicator will be identified and a plan will be made to ensure that learner gets their CCMR indicator. Staff Responsible for Monitoring: Counselor, Campus Administration Title I: 2.53 - TEA Priorities: Connect high school to career and college Problem Statements: Student Achievement 4		Formative			Summative
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					999
Strategy 2 Details		Reviews			
Strategy 2: The counselor will meet individually with students to create personalized plans that ensure they are enrolled in the correct course sequences or are registered for critical assessments, such as the SAT or TSIA. Strategy's Expected Result/Impact: No student falls behind in meeting state accountability standards, effectively maintaining the campus's track record of 100% senior CCMR achievement. Staff Responsible for Monitoring: Counselor Title I: 2.53 - TEA Priorities: Connect high school to career and college Problem Statements: Student Achievement 4		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 4: While NTO successfully achieved and maintained a perfect 100% CCMR rate for graduating seniors in Spring 2026, sustaining this exceptional standard remains a continuous challenge because a significant portion of students enter their senior year without having already secured a qualifying state accountability indicator. **Root Cause:** Standardized campus procedures have historically focused on late-stage senior counseling audits and reactive exam registrations (such as SAT or TSIA), rather than implementing systematic, multi-year student data-tracking protocols beginning in the 9th and 10th grades.

1000

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 May of 2027, the percentage of student daily attendance will increase from 96.6% to 97%.

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

Evaluation Data Sources: Attendance dashboard, Focus Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: The campus will track and analyze attendance data on a weekly basis to identify and address the needs of individual students. Strategy's Expected Result/Impact: Reduce campus chronic absenteeism. Staff Responsible for Monitoring: Attendance clerk, Campus Administration Title I: 2.53 Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The attendance clerk will immediately contact a parent or guardian whenever a student is absent without a provided reason. Strategy's Expected Result/Impact: Ensure that student attendance is accurate with valid reasons. Staff Responsible for Monitoring: Attendance Clerk Title I: 2.53 Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: While NTO maintains a strong student daily attendance rate of 96.6% to 96.7%, which consistently stays above the district average, there is a continuous struggle with a small subset of students experiencing chronic absenteeism. This requires intensive, weekly individualized tracking and immediate parent outreach to prevent these absences from negatively impacting learner academic progress. **Root Cause:** Standard campus tracking procedures have historically relied on reactive daily attendance office calls.

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 of 2027, George H.W. Bush New Tech Odessa will maintain 10 or fewer student discipline referrals for the school year.

Evaluation Data Sources: PEIMS Discipline Report

Strategy 1 Details	Reviews			
Strategy 1: The campus will set and reinforce clear behavioral expectations through dedicated "Culture Days" held each semester. Strategy's Expected Result/Impact: Learners will know the behavioral expectations of the campus. Staff Responsible for Monitoring: Campus Administration, Teachers Title I: 2.53 Problem Statements: School Culture and Climate 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers and administrators will work together to set and reinforce clear expectations directly within the classroom. Strategy's Expected Result/Impact: Students will know the classroom expectations. Staff Responsible for Monitoring: Teachers, Campus Administration Title I: 2.53 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: While NTO maintains an exceptionally low disciplinary referral rate and aims to sustain a threshold of 10 or fewer total referrals for the school year, maintaining this standard remains a continuous challenge because any rise in classroom disruptions or minor infractions directly compromises the high-trust, collaborative peer environment required for high-fidelity Project-Based Learning (PBL). Root Cause: Standard campus routines have historically relied on reactive, individual facilitator interventions for minor classroom behavioral issues, rather than executing a systematized, school-wide protocol for co-designing, reinforcing, and monitoring consistent behavioral norms across all learning spaces starting from "Culture Days".

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, the percentage of classroom facilitators receiving personalized Project-Based Learning (PBL) and Problem-Based Learning (PrBL) professional development and on-site coaching from the New Tech Network (NTN) School Development Coach will increase from 58% to 100% to ensure instructional consistency across all classrooms.

Evaluation Data Sources: NTN Coach logs, professional development attendance rosters, T-TESS lesson planning walkthroughs, and collaborative PLC planning minutes

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional leadership will actively coordinate the master school calendar and district training schedules to resolve core conflicts with AP and NMSI training, establishing dedicated, conflict-free professional development windows for all 21 core teachers to participate in NTN PBL/PrBL refresher cohorts Strategy's Expected Result/Impact: 100% of classroom facilitators will attend required NTN professional development without scheduling conflicts, leading to standardizing the rigor of PBL delivery across all content areas Staff Responsible for Monitoring: Campus Administration Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
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				1004
Strategy 2 Details	Reviews			
Strategy 2: NTO will utilize its instructional coach and their dedicated NTN School Development Coach to conduct targeted classroom walkthroughs, provide 1:1 project-design coaching, and establish a structured peer-observation schedule to share classroom best practices Strategy's Expected Result/Impact: Reduced variances in project delivery from classroom to classroom, improved teacher confidence in designing advanced, TEKS-aligned real-world problems, and documented feedback logs from the NTN coach Staff Responsible for Monitoring: Campus Administration and Instructional Coach Title I: 2.52 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 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: The delivery and implementation of the school's primary instructional models--Project-Based Learning (PBL) and Problem-Based Learning (PrBL)--varies significantly from classroom to classroom. **Root Cause:** The primary cause for this inconsistency is that PBL and PrBL are advanced methods of instructional delivery. These models require: Extensive planning time to group standards and design complex real-world problems. Ongoing training to keep staff updated on best practices. Consistent evaluation and feedback from year-to-year to ensure instructional rigor and high-quality implementation.

1005

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, the percentage of classroom instructional walkthroughs demonstrating high-fidelity, rigorous Project-Based Learning (PBL) and Problem-Based Learning (PrBL) instruction--aligned with TEKS "Masters" level verbs and NTO's school-wide learning outcomes--will increase from an inconsistent baseline to 90% or higher as measured by T-TESS rubrics and campus look-for logs.

Evaluation Data Sources: T-TESS walkthrough data, NTN Coach coaching logs, monthly peer-observation reflection forms, and collaborative PLC project plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Standardize the use of the Project Planning Toolkit Form and the Problem Based Planning Form during weekly Professional Learning Communities (PLCs) to ensure project scaffolds and daily activities are explicitly designed to target "Masters" level TEKS verbs Strategy's Expected Result/Impact: Elimination of classroom-to-classroom delivery variances, increased teacher capability to design rigorous real-world problems, and the active sharing of high-yield instructional best practices across all disciplines Staff Responsible for Monitoring: Campus Administrators, Instructional Coach Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1				1006

Strategy 2 Details		Reviews			
Strategy 2: Partner with NTO's dedicated New Tech Network (NTN) School Development Coach to conduct monthly project-design reviews and T-TESS-aligned feedback sessions Strategy's Expected Result/Impact: Meticulously aligned lesson scaffolding, increased consistency in grading student collaboration and communication, and targeted coaching support for teachers to elevate classroom instructional rigor Staff Responsible for Monitoring: Campus Administration, NTN School Development Coach, and Teachers Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

1007

Curriculum, Instruction, and Assessment
Problem Statement 1: The delivery and implementation of the school's primary instructional models--Project-Based Learning (PBL) and Problem-Based Learning (PrBL)--varies significantly from classroom to classroom. Root Cause: The primary cause for this inconsistency is that PBL and PrBL are advanced methods of instructional delivery. These models require: Extensive planning time to group standards and design complex real-world problems. Ongoing training to keep staff updated on best practices. Consistent evaluation and feedback from year-to-year to ensure instructional rigor and high-quality implementation.

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, NTO will increase Family Engagement opportunities from 2 events to 4 events.

Evaluation Data Sources: Campus Calendars of Events

Strategy 1 Details	Reviews			
Strategy 1: Expanding the frequency of public exhibitions where learners present their work to parents and the community Strategy's Expected Result/Impact: Learners showcase PBL and campus learning. Staff Responsible for Monitoring: Teachers and Campus Administration Title I: 2.52 Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Host specialized Parent Engagement Nights. Strategy's Expected Result/Impact: Community will be able to take part in NTO's PBL learning environment. Staff Responsible for Monitoring: Teachers and Campus Administration. Title I: 2.52 Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Family and Community Engagement
Problem Statement 1: George H.W. Bush New Tech Odessa (NTO) currently lacks sufficient parental support and community involvement for its identity as an academic-driven campus. Root Cause: The primary cause for this challenge is that many parents and members of the community view NTO as a smaller version of a traditional comprehensive high school rather than a specialized academic campus.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, student connectedness as measured by the Panorama survey will increase from 64% to 66%.

Evaluation Data Sources: Spring 2027 Panorama Survey (Connectedness Indicator), ECISD lottery enrollment and acceptance dashboards

Strategy 1 Details	Reviews			
Strategy 1: Campus administration and Student Council sponsor will meet with the Student Council once a month to facilitate dialogue and gather direct input for school events and campus culture. Strategy's Expected Result/Impact: Ensures student voice actively drives the design of NTO's campus culture, leading to higher levels of student connectedness Staff Responsible for Monitoring: Campus Administration and Student Council sponsor Title I: 2.52 Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: George H.W. Bush NTO's classroom facilitators (teachers) will actively collaborate with campus administration and student leadership to co-design, plan, and execute the semester-start "Culture Days" and school-wide community-building events. Strategy's Expected Result/Impact: Fosters a deeply cohesive, teacher-backed school climate with positive and consistent classroom expectations. Staff Responsible for Monitoring: Teachers (Facilitators), Student Council Sponsor, and Campus Administration Title I: 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, 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: A primary demographic challenge is that 10% of students selected via the lottery choose not to attend NTO. **Root Cause:** Learners want the comprehensive high school experience.

School Culture and Climate

Problem Statement 1: Student connectedness has been hindered because many learners must travel to other campuses for athletics, fine arts, and CTE programs, which can make them feel less invested in the NTO experience. **Root Cause:** Some learners spend more time at comprehensive high schools for electives than at NTO.

1010

Ector County Independent School District

Nimitz Middle School

2026-2027 Board Goals/Performance Objectives/Strategies



1011

Mission Statement

Mission: Nimitz Students.....Standing Shoulders Above the Rest

1012

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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 2027, the percentage of students in grades 6-8 performing at the Meets Grade Level standard on the Reading STAAR assessment will increase from a 2025-2026 campus baseline average of 52% to 56%.

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 Reading assessment results, district benchmark assessments, common formative assessment (CFA) data, PLC data analysis, classroom walkthrough data, and quarterly campus data reviews.

Strategy 1 Details	Reviews			
Strategy 1: Implement a structured Professional Learning Community (PLC) process in which teachers collaboratively analyze student assessment data, identify TEKS-based learning gaps, develop targeted instructional responses, monitor student progress through common formative assessments, and adjust instruction to improve Reading STAAR performance. Strategy's Expected Result/Impact: Teachers will consistently use data-informed instructional planning to address identified student learning needs, resulting in improved mastery of grade-level TEKS, increased student performance on common formative assessments and district benchmarks, and increased percentages of students meeting the Reading STAAR standard. Staff Responsible for Monitoring: Campus Administration Team, Multi-Classroom Leaders (MCLs), department chairs, PLC facilitators, and designated teacher leaders. 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	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Teachers will engage in ongoing Get Better Faster coaching cycles led by administrators, department heads, Multi-Classroom Leaders (MCLs), and teacher leaders. These coaching cycles will incorporate targeted observations, specific action steps, instructional modeling, guided practice, and timely feedback to build teacher capacity, strengthen instructional expertise, and support the consistent implementation of effective Tier I instruction. Strategy's Expected Result/Impact: Students will receive timely, targeted instruction based on identified learning needs, resulting in improved mastery of priority TEKS, increased performance on formative and benchmark assessments, and a greater percentage of students achieving the Meets Grade Level standard on the Reading STAAR assessment. Staff Responsible for Monitoring: Campus Administration Team, Multi-Classroom Leaders (MCLs), Reading teachers, PLC facilitators, and designated teacher leaders. 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: Student Achievement 1		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue 1015					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Nimitz Middle School provides a supportive learning environment for all students. However, the campus serves a high percentage of students receiving Special Education services, Emergent Bilingual (EB) students, and economically disadvantaged students who continue to perform below their peers academically. These student groups require intentional, data-driven, and differentiated instruction to ensure Root Cause: Teachers need continued professional learning and instructional support to consistently implement data-driven, differentiated instruction and targeted interventions that meet the diverse academic and language needs of Special Education, Emergent Bilingual, and economically disadvantaged students.
Student Achievement
Problem Statement 1: Nimitz Middle School demonstrated strong student performance in Reading and Science; however, student achievement remains inconsistent across grade levels and content areas. Grade 7 Mathematics and Grade 8 Social Studies continue to be areas of concern and perform below desired levels. We will focus on targeted instruction, data-driven interventions, and differentiated instruction. Root Cause: Inconsistent implementation of targeted, data-driven, and differentiated Tier I instruction has contributed to achievement gaps across content areas, particularly in Grade 7 Mathematics and Grade 8 Social Studies.

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 2027, the percentage of students in grades 6-8 performing at the Meets Grade Level standard on the Math STAAR assessment will increase from a 2025-2026 average campus baseline of 23% to 27%.

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 assessment results, district benchmark assessments, common formative assessment (CFA) data, PLC data analysis, classroom walkthrough data, and quarterly campus data reviews.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a structured Professional Learning Community (PLC) process in which mathematics teachers collaboratively analyze student assessment data, identify TEKS-based misconceptions, develop targeted instructional responses, incorporate mathematical discourse and problem-solving strategies into daily instruction, monitor student progress through common formative assessments, and adjust instruction to improve Math STAAR performance. Strategy's Expected Result/Impact: Teachers will consistently use data-informed instructional planning and evidence-based mathematics practices to address identified student learning needs, resulting in improved mastery of grade-level TEKS, increased student performance on common formative assessments and district benchmarks, and an increased percentage of students meeting the Meets Grade Level standard on the Math STAAR assessment. Staff Responsible for Monitoring: Campus Administration Team, Multi-Classroom Leaders (MCLs), department chairs, PLC facilitators, and designated teacher leaders. 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: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				1016

Strategy 2 Details		Reviews			
Strategy 2: Implement a systematic mathematics intervention and acceleration framework that uses common formative assessment and benchmark data to identify student learning needs, provide targeted small-group instruction focused on prerequisite skills, mathematical reasoning, and problem-solving, deliver timely intervention and enrichment, and monitor student progress to increase Math STAAR achievement. Strategy's Expected Result/Impact: Students will receive timely, targeted mathematics instruction based on identified learning needs, resulting in improved mastery of priority TEKS, increased performance on formative and benchmark assessments, strengthened mathematical reasoning and problem-solving skills, and an increased percentage of students achieving the Meets Grade Level standard on the Math STAAR assessment. Staff Responsible for Monitoring: Campus Administration Team, Multi-Classroom Leaders (MCLs), mathematics teachers, PLC facilitators, and designated teacher leaders. 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: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

1017

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Continued turnover affects instructional continuity, collaborative team development, and the long-term implementation of campus improvement initiatives. Root Cause: Inconsistent access to ongoing support, mentoring, professional growth, and leadership opportunities has contributed to challenges in retaining highly effective teachers at Nimitz.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance continues to vary across grade levels and content areas. Strengthening Tier I instruction and the intentional use of student data remain priorities for increasing achievement at the Meets and Masters levels. Root Cause: Inconsistent implementation of rigorous Tier I instruction and the use of student data to adjust instruction have contributed to gaps in student performance across grade levels and content areas.

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 2027, the percentage of students performing at the Meets Grade Level standard on the Algebra I End-of-Course (EOC) assessment will increase from the 2025-2026 campus baseline of 65% to 68%.

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: Algebra I End-of-Course (EOC) assessment results, district benchmark assessments, common formative assessment (CFA) data, PLC data analysis, classroom walkthrough data, and quarterly campus data reviews.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a structured Professional Learning Community (PLC) process in which Algebra I teachers collaboratively analyze student assessment data, identify TEKS-based misconceptions, develop targeted instructional responses, strengthen algebraic reasoning and mathematical modeling through rigorous instructional practices, monitor student progress through common formative assessments, and adjust instruction to improve Algebra I EOC performance. Strategy's Expected Result/Impact: Teachers will consistently use data-informed instructional planning and evidence-based Algebra I instructional practices to address identified student learning needs, resulting in improved mastery of Algebra I TEKS, increased student performance on common formative assessments and district benchmarks, and an increased percentage of students achieving the Meets Grade Level standard on the Algebra I End-of-Course assessment. Staff Responsible for Monitoring: Campus Administration Team, Multi-Classroom Leaders (MCLs), Algebra I teachers, PLC facilitators, and designated teacher leaders. 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				1018

Strategy 2 Details		Reviews			
Strategy 2: Implement a systematic Algebra I intervention and acceleration framework that uses common formative assessment and benchmark data to identify student learning needs, provide targeted small-group instruction focused on prerequisite algebraic concepts, mathematical reasoning, and multi-step problem solving, deliver timely intervention and enrichment, and monitor student progress to increase Algebra I End-of-Course (EOC) achievement. Strategy's Expected Result/Impact: Students will receive timely, targeted Algebra I instruction based on identified learning needs, resulting in improved mastery of Algebra I TEKS, increased performance on formative and benchmark assessments, strengthened algebraic reasoning and mathematical problem-solving skills, and an increased percentage of students achieving the Meets Grade Level standard on the Algebra I End-of-Course assessment. Staff Responsible for Monitoring: Campus Administration Team, Multi-Classroom Leaders (MCLs), Algebra I teachers, PLC facilitators, and designated teacher leaders. 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		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

1019

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance continues to vary across grade levels and content areas. Strengthening Tier I instruction and the intentional use of student data remain priorities for increasing achievement at the Meets and Masters levels. Root Cause: Inconsistent implementation of rigorous Tier I instruction and the use of student data to adjust instruction have contributed to gaps in student performance across grade levels and content areas.

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 2027, the percentage of 8th grade students performing at the Meets Grade Level standard on the Social Studies STAAR assessment will increase from the 2025-2026 campus baseline of 12% to 16%.

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 assessment results, district benchmark assessments, common formative assessment (CFA) data, PLC data analysis, classroom walkthrough data, and quarterly campus data reviews.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a systematic Social Studies intervention and acceleration framework that uses common formative assessment and benchmark data to identify student learning needs, provide targeted instruction focused on historical thinking, primary and secondary source analysis, academic vocabulary, document-based questioning, and evidence-based written responses, deliver timely intervention and enrichment, and monitor student progress to increase Social Studies STAAR achievement. Strategy's Expected Result/Impact: Students will receive timely, targeted Social Studies instruction based on identified learning needs, resulting in improved mastery of Social Studies TEKS, increased performance on formative and benchmark assessments, strengthened historical reasoning, source analysis, and evidence-based writing skills, and an increased percentage of students achieving the Meets Grade Level standard on the Social Studies STAAR assessment. Staff Responsible for Monitoring: Campus Administration Team, Multi-Classroom Leaders (MCLs), 8th grade Social Studies teachers, PLC facilitators, and designated teacher leaders. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				1020

Strategy 2 Details	Reviews			
Strategy 2: Implement a structured Professional Learning Community (PLC) process in which 8th grade Social Studies teachers collaboratively analyze student assessment data, identify TEKS-based misconceptions, develop targeted instructional responses, strengthen historical thinking, primary source analysis, and evidence-based writing through rigorous instructional practices, monitor student progress through common formative assessments, and adjust instruction to improve Social Studies STAAR performance. Strategy's Expected Result/Impact: Teachers will consistently use data-informed instructional planning and evidence-based Social Studies instructional practices to address identified student learning needs, resulting in improved mastery of Social Studies TEKS, increased student performance on common formative assessments and district benchmark assessments, and an increased percentage of students achieving the Meets Grade Level standard on the Social Studies STAAR assessment. Staff Responsible for Monitoring: Campus Administration Team, Multi-Classroom Leaders (MCLs), 8th grade Social Studies teachers, PLC facilitators, and designated teacher leaders. 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 1021				

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 2027, 50% of students in grades 6-8 will meet or surpass their individualized i-Ready Typical Growth goals in Reading, as measured by growth from the Beginning-of-Year (BOY) Diagnostic to the End-of-Year (EOY) Diagnostic.

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. 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: i-Ready

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in job-embedded coaching, lesson internalization, frequent progress monitoring using I-Ready and checkpoint data, and targeted instructional adjustments to ensure students meet or exceed their annual I-Ready Reading growth goals. Strategy's Expected Result/Impact: Students will show growth and track progress on their data trackers Staff Responsible for Monitoring: Teachers, Admin, IC, MCLs Title I: 2.51, 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				1022

Strategy 2 Details	Reviews			
Strategy 2: Nimitz has established a daily 30-minute Admiral Time intervention period to deliver targeted instruction based on checkpoint, i-Ready, and STAAR data. Instructional Coaches and Multi-Classroom Leaders (MCLs) will use student data to identify and provide Tier II and Tier III interventions that address individual learning needs, reduce achievement gaps, and promote academic growth, while classroom teachers continue to provide focused support during core instruction. Strategy's Expected Result/Impact: Students will show growth and track progress throughout the year. Staff Responsible for Monitoring: Admin, DC, MCLs, IC, Teachers 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 Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5 Problem Statements:

1023

Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance continues to vary across grade levels and content areas. Strengthening Tier I instruction and the intentional use of student data remain priorities for increasing achievement at the Meets and Masters levels. Root Cause: Inconsistent implementation of rigorous Tier I instruction and the use of student data to adjust instruction have contributed to gaps in student performance across grade levels and content areas.

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 2027, 40% of students in grades 6-8 will meet or surpass their individualized i-Ready Typical Growth goals in Mathematics, as measured from the Beginning-of-Year (BOY) Diagnostic to the End-of-Year (EOY) Diagnostic.

Indicators of Success:
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: i-Ready

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in job-embedded coaching, lesson internalization, frequent progress monitoring using I-Ready and checkpoint data, and targeted instructional adjustments to ensure students meet or exceed their annual I-Ready Reading growth goals. Strategy's Expected Result/Impact: Students will show growth and track progress throughout the year. Staff Responsible for Monitoring: Teachers, Admin, MCLs, DCs Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1				1024

Strategy 2 Details	Reviews			
Strategy 2: Nimitz has established a daily 30-minute Admiral Time intervention period to deliver targeted instruction based on checkpoint, i-Ready, and STAAR data. Instructional Coaches and Multi-Classroom Leaders (MCLs) will use student data to identify and provide Tier II and Tier III interventions that address individual learning needs, reduce achievement gaps, and promote academic growth, while classroom teachers continue to provide focused support during core instruction. Strategy's Expected Result/Impact: Students will show growth and track progress throughout the school year. Staff Responsible for Monitoring: Teachers, Admin, IC, MCLs Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 6 Problem Statements:

1025

Student Achievement
Problem Statement 1: Nimitz Middle School demonstrated strong student performance in Reading and Science; however, student achievement remains inconsistent across grade levels and content areas. Grade 7 Mathematics and Grade 8 Social Studies continue to be areas of concern and perform below desired levels. We will focus on targeted instruction, data-driven interventions, and differentiated instruction. Root Cause: Inconsistent implementation of targeted, data-driven, and differentiated Tier I instruction has contributed to achievement gaps across content areas, particularly in Grade 7 Mathematics and Grade 8 Social Studies.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance continues to vary across grade levels and content areas. Strengthening Tier I instruction and the intentional use of student data remain priorities for increasing achievement at the Meets and Masters levels. Root Cause: Inconsistent implementation of rigorous Tier I instruction and the use of student data to adjust instruction have contributed to gaps in student performance across grade levels and content areas.

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 2027, the percentage of students in grades 6-8 performing at the Meets Grade Level standard on the 8th-grade Science STAAR assessment will increase from a 2025-2026 campus baseline average of 55% to 59%.

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

Evaluation Data Sources: STAAR 2027

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a structured Professional Learning Community (PLC) process in which teachers collaboratively analyze student assessment data, identify TEKS-based learning gaps, develop targeted instructional responses, monitor student progress through common formative assessments, and adjust instruction to improve Reading STAAR performance. Strategy's Expected Result/Impact: Result/Impact Teachers will consistently use data-informed instructional planning to address identified student learning needs, resulting in improved mastery of grade-level TEKS, increased student performance on common formative assessments and district benchmarks, and increased percentages of students meeting the Reading STAAR standard. Staff Responsible for Monitoring: Campus Administration Team, Multi-Classroom Leaders (MCLs), department chairs, PLC facilitators, and designated teacher leaders. Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Curriculum, Instruction, and Assessment 1				1026

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will engage in ongoing Get Better Faster coaching cycles led by administrators, department heads, Multi-Classroom Leaders (MCLs), and teacher leaders. These coaching cycles will incorporate targeted observations, specific action steps, instructional modeling, guided practice, and timely feedback to build teacher capacity, strengthen instructional expertise, and support the consistent implementation of effective Tier I instruction. Strategy's Expected Result/Impact: STAAR Reading assessment results, district benchmark assessments, common formative assessment (CFA) data, PLC data analysis, classroom walkthrough data, and quarterly campus data reviews. Staff Responsible for Monitoring: Admin, IC, MCLs, DC Title I: 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: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1				
 No Progress  Accomplished  Continue/Modify  Discontinue				

1027

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: Nimitz Middle School provides a supportive learning environment for all students. However, the campus serves a high percentage of students receiving Special Education services, Emergent Bilingual (EB) students, and economically disadvantaged students who continue to perform below their peers academically. These student groups require intentional, data-driven, and differentiated instruction to ensure Root Cause: Teachers need continued professional learning and instructional support to consistently implement data-driven, differentiated instruction and targeted interventions that meet the diverse academic and language needs of Special Education, Emergent Bilingual, and economically disadvantaged students.
Student Achievement
Problem Statement 1: Nimitz Middle School demonstrated strong student performance in Reading and Science; however, student achievement remains inconsistent across grade levels and content areas. Grade 7 Mathematics and Grade 8 Social Studies continue to be areas of concern and perform below desired levels. We will focus on targeted instruction, data-driven interventions, and differentiated instruction. Root Cause: Inconsistent implementation of targeted, data-driven, and differentiated Tier I instruction has contributed to achievement gaps across content areas, particularly in Grade 7 Mathematics and Grade 8 Social Studies.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance continues to vary across grade levels and content areas. Strengthening Tier I instruction and the intentional use of student data remain priorities for increasing achievement at the Meets and Masters levels. Root Cause: Inconsistent implementation of rigorous Tier I instruction and the use of student data to adjust instruction have contributed to gaps in student performance across grade levels and 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.

1028

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: Student daily attendance will increase from 93.7% to 95%

Evaluation Data Sources: Increase student attendance

Strategy 1 Details	Reviews			
Strategy 1: Nimitz will implement weekly incentives (e.g., grade-level competitions, recognition of grade level who meet 95% or better, raffles, and 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, attendance clerks, teachers Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
				1029
Strategy 2 Details	Reviews			
Strategy 2: Nimitz 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. 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: Although Nimitz staff perceive a supportive and positive campus culture, student results show lower levels of School Climate (34%), Sense of Belonging (47%), and Connectedness (55%). These results highlight a need to strengthen student relationships, engagement, and connection to the Nimitz school community. Root Cause: Students do not consistently experience meaningful opportunities to build positive relationships, feel valued, and actively engage in the Nimitz school community.

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: Discipline infractions will decrease from 872 to 592

Evaluation Data Sources: Decrease in disciplinary infractions

Strategy 1 Details	Reviews			
Strategy 1: Nimitz will continue to implement Emergent Tree framework to address student behavior and build strong relationships with staff and students. Strategy's Expected Result/Impact: Reduce classroom disruptions, and student discipline. Staff Responsible for Monitoring: Admin, ET Team, MTSS Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Counselors and administrators will establish a student check-in/check-out process that provides daily opportunities for goal setting, progress monitoring, and meaningful adult support for students who require additional behavioral interventions. Strategy's Expected Result/Impact: reduce referrals Staff Responsible for Monitoring: Admin, ET Team, MTSS, Counselors ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Achievement 1 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
				1030
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Nimitz Middle School demonstrated strong student performance in Reading and Science; however, student achievement remains inconsistent across grade levels and content areas. Grade 7 Mathematics and Grade 8 Social Studies continue to be areas of concern and perform below desired levels. We will focus on targeted instruction, data-driven interventions, and differentiated instruction. Root Cause: Inconsistent implementation of targeted, data-driven, and differentiated Tier I instruction has contributed to achievement gaps across content areas, particularly in Grade 7 Mathematics and Grade 8 Social Studies.

School Culture and Climate

Problem Statement 1: Although Nimitz staff perceive a supportive and positive campus culture, student results show lower levels of School Climate (34%), Sense of Belonging (47%), and Connectedness (55%). These results highlight a need to strengthen student relationships, engagement, and connection to the Nimitz school community. **Root Cause:** Students do not consistently experience meaningful opportunities to build positive relationships, feel valued, and actively engage in the Nimitz school community.

1031

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: Nimitz will strengthen its College, Career, and Military Readiness (CCMR) efforts by expanding AVID strategies campus-wide, incorporating college and career exploration into Admiral Time lessons, and hosting career days and student-led goal-setting conferences to foster a college-going culture and prepare students for future academic success.

Evaluation Data Sources: AVID

Strategy 1 Details	Reviews			
Strategy 1: AVID 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. This will expose all students to post-secondary readiness. Staff Responsible for Monitoring: AVID, Admin Problem Statements: School Culture and Climate 1 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Nimitz will provide students with engaging college and career exploration opportunities through student presentations, guest speakers, high school and college awareness activities, and educational field experiences. These opportunities will encourage students to set academic goals, explore postsecondary options, and develop a mindset that supports college and career readiness. Strategy's Expected Result/Impact: Students will take an active role in planning their academic and career goals, leading to increased engagement and greater preparedness for high school and future College, Career, and Military Readiness (CCMR) expectations. Staff Responsible for Monitoring: AVID, Admiral Time Teachers, Admin 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
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: Although Nimitz staff perceive a supportive and positive campus culture, student results show lower levels of School Climate (34%), Sense of Belonging (47%), and Connectedness (55%). These results highlight a need to strengthen student relationships, engagement, and connection to the Nimitz school community. Root Cause: Students do not consistently experience meaningful opportunities to build positive relationships, feel valued, and actively engage in the Nimitz school community.
Family and Community Engagement
Problem Statement 1: Nimitz offers a variety of opportunities for families to engage with the campus; however, expanding family participation remains an area of focus to build stronger school-home partnerships that contribute to student success. Root Cause: Scheduling conflicts, communication barriers, and limited flexibility in engagement opportunities have contributed to inconsistent family participation in Nimitz campus activities.

Board Goal 4: Classroom Excellence

Performance Objective 1: Nimitz will raise the connectedness indicator with Panorama from 55% to 65%

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: Overall 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	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, Academic Family Fun Nights, Play Nights, and extra-curricular events. Strategy's Expected Result/Impact: Increase in student and family connectedness Staff Responsible for Monitoring: Admin 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: 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 - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May
				1035
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). Teachers will have specially designed and targeted professional development throughout the school year on Monday afternoon with the Admin. Team. Strategy's Expected Result/Impact: Strong Tier 1 Instruction and support Staff Responsible for Monitoring: Admin Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: Nimitz Middle School demonstrated strong student performance in Reading and Science; however, student achievement remains inconsistent across grade levels and content areas. Grade 7 Mathematics and Grade 8 Social Studies continue to be areas of concern and perform below desired levels. We will focus on targeted instruction, data-driven interventions, and differentiated instruction. **Root Cause:** Inconsistent implementation of targeted, data-driven, and differentiated Tier I instruction has contributed to achievement gaps across content areas, particularly in Grade 7 Mathematics and Grade 8 Social Studies.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Continued turnover affects instructional continuity, collaborative team development, and the long-term implementation of campus improvement initiatives. **Root Cause:** Inconsistent access to ongoing support, mentoring, professional growth, and leadership opportunities has contributed to challenges in retaining highly effective teachers at Nimitz.

1036

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, 100% of teachers will engage in continuous, job-embedded professional learning through instructional coaching, PLC collaboration, and SIBME reflective practices to strengthen Tier I instruction and increase student achievement.

Evaluation Data Sources: SIBME, Walkthroughs, conferences with teachers, TTESS

Strategy 1 Details	Reviews			
Strategy 1: Implement weekly SIBME coaching cycles that include classroom observations, timely feedback, teacher reflection, and individualized action steps. Use PLCs to address instructional trends identified through walkthrough data and provide targeted professional learning based on teacher needs. Strategy's Expected Result/Impact: All teachers engage in continuous coaching and reflective practice. Increased implementation of research-based instructional strategies. Improved consistency in Tier One instructional delivery. Staff Responsible for Monitoring: Admin, MCLs 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				

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, Nimitz will increase the percentage of teachers who report receiving relevant, timely, and actionable feedback and coaching from campus administrators from 60% to 70%, as measured by the annual Panorama Staff Survey.

Evaluation Data Sources: Panorama Survey, Coaching Cycles, SIBME

Strategy 1 Details	Reviews			
Strategy 1: Implementation of Opportunity Culture in all STAAR tested areas. Opportunity Culture MCLs offer coaching support for teachers within their team, model classroom for other teachers, and support Tier II and Tier III teaching. Strategy's Expected Result/Impact: Increase in teacher effectiveness and retention, strengthen PLC process, alignment between classrooms, decrease academic gaps for sub-populations at meets level. Staff Responsible for Monitoring: Admin, IC Title I: 2.51 - TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				1038
Strategy 2 Details	Reviews			
Strategy 2: Nimitz will offer strategic mentoring for all 0 to 1 year teachers and international teachers new to ECISD through targeted and specific PD Strategy's Expected Result/Impact: Increase support for new teachers and provide targeted coaching Staff Responsible for Monitoring: Admin, MCLs, IC TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Nimitz Middle School provides a supportive learning environment for all students. However, the campus serves a high percentage of students receiving Special Education services, Emergent Bilingual (EB) students, and economically disadvantaged students who continue to perform below their peers academically. These student groups require intentional, data-driven, and differentiated instruction to ensure Root Cause: Teachers need continued professional learning and instructional support to consistently implement data-driven, differentiated instruction and targeted interventions that meet the diverse academic and language needs of Special Education, Emergent Bilingual, and economically disadvantaged students.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance continues to vary across grade levels and content areas. Strengthening Tier I instruction and the intentional use of student data remain priorities for increasing achievement at the Meets and Masters levels. Root Cause: Inconsistent implementation of rigorous Tier I instruction and the use of student data to adjust instruction have contributed to gaps in student performance across grade levels and content areas.

Ector County Independent School District

Noel Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



1040

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 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 2027, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 31% to 36%.

HB3 Board Goal

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: Interims, checkpoints, iReady math assessments, and exit tickets.

Strategy 1 Details					Reviews			
Strategy 1: Noel Elementary will implement Opportunity Culture through Multi-Classroom Leaders and Reach Associates who lead weekly PLC's, support lesson internalization, analyze student data, model effective instructional practices, provide observation and feedback coaching, and deliver targeted support to improve Tier 1 instruction and student achievement. Strategy's Expected Result/Impact: Increase the number of students that Meet on the STAAR Math assessment 3rd - 5th grade. Staff Responsible for Monitoring: Mrs. Macias, Mrs. Washington, aides, RA's, MCL's and math teachers.					Formative			Summative
					Oct	Jan	Mar	May ¹⁰⁴³
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Establish Weekly PLC Meetings. MCLs and Reach Associates will facilitate weekly grade-level PLCs focused on upcoming instruction, student learning needs, assessment data, and alignment to grade-level TEKS and district curriculum.	MCLs, and MTRT	weekly					
2	Conduct Lesson Internalization. MCLs and Reach Associates will guide teachers through weekly lesson internalization to identify lesson objectives, success criteria, essential vocabulary, anticipated student misconceptions, checks for understanding, and appropriate instructional supports before lessons are delivered.	Math teachers, MCLs and MTRT	weekly					

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
3	Analyze Student Data and Student Work. During weekly PLCs, MCLs, Reach Associates, and teachers will analyze common assessments, exit tickets, benchmark data, and student work to identify trends, misconceptions, and students requiring reteaching, intervention, or enrichment.	Math Teachers, MCLs, and MTRT	weekly	
4	Develop Data-Driven Instructional Response Plans. Grade-level teams will use assessment results to develop targeted reteach and intervention plans. Students will be grouped according to identified instructional needs, and teachers will adjust upcoming instruction based on the data.	Math teachers	weekly	
5	Model and Support Effective Tier 1 Instruction. MCLs and Reach Associates will model high-impact instructional practices, co-teach lessons, demonstrate effective questioning and academic discourse strategies, and provide teachers with examples of rigorous grade-level instruction.	MCLs, and MTRT	Every coaching cycle	
6	Conduct Classroom Observations and Provide Feedback. MCLs will conduct regular classroom observations and provide teachers with timely, specific, and actionable feedback aligned to campus instructional expectations and identified areas for professional growth.	MCLs and MTRT	Every coaching cycle	
7	Implement Coaching Cycles. Teachers requiring additional instructional support will participate in targeted coaching cycles that may include observation, feedback, modeling, co-planning, rehearsal, co-teaching, and follow-up observations to monitor implementation.	MCLs and MTRT	Every coaching cycle	
8	Provide Targeted Support to New, International, and DOI Teachers MCLs and Reach Associates will provide additional instructional support to teachers who are new to the profession, new to Texas instructional expectations, or completing certification requirements. Support will include curriculum navigation, TEKS alignment, lesson planning, classroom management, assessment practices, and instructional modeling.	MCLs and MTRT	weekly	
9	Monitor Implementation of Tier 1 Instruction. MCLs and campus administrators will review walkthrough data, lesson plans, student work, PLC documentation, and assessment results to determine the consistency and effectiveness of Tier 1 instructional practices across classrooms.	MCLs and MTRT	Every coaching cycle	

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Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
10	Review Student Achievement and Adjust Support. MCLs, Reach Associates, instructional staff, and campus administrators will review student achievement data at least once each grading period to evaluate the effectiveness of Opportunity Culture supports and determine necessary adjustments to coaching, PLCs, intervention, and professional learning.	Teachers, administrators	After every checkpoint and interim.	

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

- Targeted Support Strategy

Strategy 2 Details

Strategy 2 Description: Math teachers will provide daily opportunities for mathematical discourse in which students explain, justify, and defend their mathematical thinking using academic vocabulary, sentence stems, manipulatives, and written responses. Teachers will establish individual student mathematics goals based on common assessments, district benchmarks, and other formative assessment data.

Strategy's Expected Result/Impact: Students will improve performance on classroom, benchmark, and state assessments.

Staff Responsible for Monitoring: Math teachers, Mrs. Macias and Mrs. Washington.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish Student Baseline and Goals. Grades 3 - 5 math teachers will review beginning of the year assessment data and establish individual student mathematics goals, with particular attention to students approaching the Meets and Masters standards.	Math Teachers	9/4/26	
2	Implement Daily Mathematical Discourse. Grades 3 - 5 math teachers will incorporate daily opportunities for students to explain, justify, and defend their mathematical thinking using academic vocabulary, sentence stems, manipulatives, models, and partner and small group discussions.	Math Teachers	All year long	
3	Analyze Student Data Weekly. Grade level teams, MCLs, administrators, and team leads will analyze common assessment data during weekly PLC to identify misconceptions, determine instructional needs, and identify reteaching, intervention, or enrichment.	Math teachers, MCLs, team leads and administrators	all year long	

Reviews

Formative

Summative

Oct

Jan

Mar

May

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Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
4	Use Math Journals and Written Responses. Students will regularly use math journals or response materials to solve problems, explain strategies, justify answers, and demonstrate mathematical reasoning.	students	all year long	
5	Provide Targeted Small-Group Instruction. Teachers will use assessment data to create flexible instructional groups and provide targeted reteaching and intervention aligned to identified TEKS and student skill gaps.	math teachers	all year long	
6	Monitor Individual Student Progress Students will maintain individual data trackers to monitor common assessments, benchmarks, and progress toward their mathematics goals. Teachers will conduct student data conferences at least once each grading period.	Teachers and students	all year long	
7	Provide Supplemental Instructional Resources. Campus administration will utilize allowable Title I funds to purchase supplemental math manipulatives, math journals, student response materials, problem-solving resources, intervention materials, and progress-monitoring resources aligned to identified academic needs.	administrators	8/11/26	✓
8	Monitor Implementation. Campus administrators and MCLs will conduct classroom walkthroughs and review PLC documentation, student work, data trackers, and assessment results to monitor implementation and provide teachers with feedback and support.	administrators	weekly	
9	Evaluate Progress Toward the Campus Goal. The leadership team will review common assessment and benchmark data each grading period to determine progress toward increasing Grades 3-5 STAAR Mathematics Meets performance from 31% to 36% by May 2027 and adjust interventions as needed.	math teachers, MCLs, administrators	quarterly	

Title I:

2.51, 2.52

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy - Results Driven Accountability

Problem Statements: Demographics 1 - Student Achievement 3

Funding Sources: Math manipulatives, math problem-solving and task cards dry-erase boards, markers, math

1046



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The number of Emergent Bilingual students has increased by 41% over the past three years, from 171 students in 2024 to 241 students in 2026, increasing the need for high-quality language acquisition instruction and academic language supports across all content areas. **Root Cause:** As the Emergent Bilingual population has grown, instructional practices have not yet been consistently implemented campus-wide to accelerate students' academic language development in speaking, writing, reading, and content-area instruction.

Student Achievement

Problem Statement 3: The percentage of 5th grade students achieving the Meets Grade Level standard in STAAR Mathematics declined from 43% in 2024 to 29% in 2026, indicating a need to strengthen instructional practices and accelerate student learning to prepare students for middle school mathematics. **Root Cause:** Instructional practices have not been consistently aligned to priority readiness standards through rigorous Tier I instruction, frequent progress monitoring, mathematical discourse, and timely intervention, limiting students' ability to demonstrate mastery at the Meets Grade Level standard.

Curriculum, Instruction, and Assessment

Problem Statement 1: 5th Grade Math Meets scores declined from 43% to 29%. **Root Cause:** Instructional practices were not consistently aligned to the priority readiness TEKS through rigorous Tier I instruction, ongoing formative assessment, targeted intervention, and mathematical discourse, limiting students' ability to progress from the Approaches level to the Meets Grade Level standard.

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 2027, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 38% to 43%.

HB3 Board Goal

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: Interims, checkpoints, iReady reading assessments and exit tickets.

Strategy 1 Details					Reviews			
Strategy 1: Grades 3-5 Reading teachers, with support from Multi-Classroom Leaders (MCLs), MTRT, and campus administrators, will participate in weekly PLC data meetings to analyze student performance on common formative assessments, exit tickets, district assessments, STAAR-aligned assessments, and student work. Strategy's Expected Result/Impact: Teachers will use assessment data to identify student strengths and areas of need, adjust instruction, provide timely intervention, and monitor student progress. As a result, students will demonstrate increased mastery of grade-level standards, improved academic performance, and increased achievement on benchmark and state assessments. Staff Responsible for Monitoring: Reading teachers, MCL's, and administrators					Formative			Summative
					Oct	Jan	Mar	May
								1048

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Administer Common Assessments. Grades 3-5 Reading teachers will administer TEKS-aligned common formative assessments, exit tickets, constructed responses, and district assessments according to the campus assessment calendar.	Reading teachers	all year	
2	Analyze Data During Weekly PLCs. Teachers, MCLs, and MTRT will analyze assessment results weekly by TEKS, question type, student, and performance level to identify strengths, misconceptions, and learning gaps.	Reading teachers, MTRT, MCLs, administrators	After every informal and formal assessment.	
3	Identify and Track Priority Students. Grade-level teams will identify students who are approaching the Meets standard and maintain a student data tracker to monitor progress toward Meets throughout the school year.	Reading teachers	all year	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
4	Develop Targeted Reteach Plans Based on weekly data analysis, teachers will develop reteach plans addressing identified TEKS and misconceptions using district HQIM, STAAR-released items, supplemental reading passages, graphic organizers, and constructed-response materials.	Reading teachers	all year	
5	Provide Targeted Small-Group Instruction Teachers will create flexible groups and provide targeted small-group instruction, intervention, and enrichment based on individual student needs identified through assessment data.	Reading teachers	all year	
6	Implement Constructed-Response Practice. Students will complete at least one TEKS-aligned written constructed response each week requiring them to analyze text, cite evidence, and explain their thinking. Teachers will provide feedback using STAAR-aligned expectations.	Students and teachers	all year	
7	Provide Supplemental Instructional Resources. Campus administration will purchase allowable supplemental resources, including reading passages, high-interest texts, student reading journals, response materials, academic vocabulary resources, graphic organizers, and intervention materials, using Title I funds when appropriate and allowable.	administrators	August 11, 2026	✓
8	Monitor Implementation and Provide Coaching. MCLs, MTRT, and administrators will monitor implementation through classroom walkthroughs, PLC documentation, student work samples, and coaching cycles and will provide teachers with timely instructional feedback.	MCLs, MTRT, and administrators	weekly	
9	Evaluate Student Progress. Grade-level teams will review common assessment, district benchmark, i-Ready, and other progress-monitoring data to determine whether students are responding to intervention and adjust instructional groups and strategies as needed.	Teachers	After every formal assessment	
10	Review Progress Toward the Campus Goal. Campus leadership will review Grades 3-5 Reading performance each grading period to determine progress toward increasing STAAR Reading Meets from 38% to 43% and identify additional instructional support needed.	Administrators, and Team leads	Every 9 weeks	

1049

TEA Priorities:

Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 2 Funding Sources: Graphic Organizers, Student Data folders, Student journals, dry-erase boards, markers, supplemental materials for small group intervention				
Strategy 2 Details Strategy 2: Require students to respond to reading through written constructed responses each week Strategy's Expected Result/Impact: Students will strengthen their reading comprehension, critical thinking, and written communication skills by consistently analyzing text and supporting responses with evidence. As a result, students will demonstrate improved performance on constructed-response tasks, increased mastery of grade-level reading standards, and higher achievement on district and state assessment Staff Responsible for Monitoring: Reading teacher, MCL's, Mrs. Macias and Mrs. Washington. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 2	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				
				1050

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: Although 3rd grade Reading Meets performance improved to 39% in 2026, more than 60% of students did not achieve the Meets Grade Level standard, indicating the need to strengthen rigorous Tier I instruction and increase opportunities for students to demonstrate higher levels of reading comprehension and written responses. Root Cause: Instruction has not been consistently rigorous enough to move students from the Approaches level to the Meets level through frequent exposure to grade-level complex texts, higher-order questioning, evidence-based written responses, and targeted intervention for students approaching proficiency.

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 2027, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 18% to 24%.

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

Evaluation Data Sources: Checkpoints, exit tickets, interims.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide students with regular hands-on investigations, inquiry-based learning experiences, and opportunities to engage in scientific discourse aligned to grade-level TEKS. Strategy's Expected Result/Impact: Students will develop a deeper understanding of scientific concepts, strengthen scientific reasoning skills, and improve their ability to communicate scientific thinking using evidence. As a result, students will demonstrate increased mastery of grade-level science standards and improved performance on classroom assessments, benchmarks, and the Science STAAR assessment. Staff Responsible for Monitoring: Science teachers, 5th grade MCL 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
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Strategy 2 Details		Reviews			
Strategy 2: Teachers will analyze checkpoint data and interim data to identify student misconceptions and provide targeted intervention focused on science readiness standards. Daily spiral review and progress monitoring will be used to reinforce previously taught concepts and ensure long-term retention of critical science content. Strategy's Expected Result/Impact: Teachers will use student data to provide timely intervention and targeted reteaching, resulting in increased mastery of science readiness standards. Students will retain critical science concepts, close learning gaps, and demonstrate improved achievement on benchmark assessments and the Science STAAR assessment, increasing the percentage of students achieving the Meets Grade Level standard from 18% to 24%. Staff Responsible for Monitoring: Science Teacher, MCL for 5th grade, Mrs. Macias, and Mrs. Washington. TEA Priorities: Improve low-performing schools - ESF Levers: 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: The percentage of students K-3 achieving or exceeding their I-Ready reading goal will increase from 13% to 22%.

HB3 Board Goal

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: iReady reading BOY, MOY, and EOY, checkpoints, and lessons passed at 70% or higher.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use i-Ready Diagnostic and Personalized Instruction data to provide targeted intervention based on each student's identified skill deficits. Students will complete a minimum of 45 minutes of i-Ready Personalized Instruction weekly with at least a 70% lesson pass rate Strategy's Expected Result/Impact: Increase the percentage of 3rd grade students reading at grade level or above to 22%. Staff Responsible for Monitoring: Mrs. Macias, Mrs. Washington, reading teachers, and students. Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details		Reviews			
Strategy 2: Teachers and students will use i-Ready Diagnostic data to establish individual reading growth goals, monitor progress throughout the year, and implement instructional adjustments based on diagnostic and lesson performance. Student growth will be reviewed during PLCs and shared monthly with families through campus data folders. Strategy's Expected Result/Impact: Increase the percentage of 3rd grade students reading at grade level or above to 22%. Staff Responsible for Monitoring: Mrs. Macias, Mrs. Washington, reading teachers, and students. Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - 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 % of 3rd grade students performing at the MEETS level on their Reading STAAR assessment will increase from 39% to 44%.

HB3 Board Goal

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: Interims, checkpoints, iReady reading assessments, and exit tickets.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will require students to complete at least one written constructed response biweekly aligned to grade-level reading standards. Students will cite textual evidence, justify their thinking, and explain their understanding of complex texts through written responses. Strategy's Expected Result/Impact: Students will strengthen reading comprehension, critical thinking, and evidence-based writing skills. As a result, students will demonstrate increased mastery of grade-level reading standards and improved performance on STAAR Reading constructed-response items and overall reading achievement. Staff Responsible for Monitoring: 3rd grade teachers, administrators, and MCL's. Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2				1055

Strategy 2 Details		Reviews			
Strategy 2: Teachers will analyze common assessment data weekly to identify student strengths, misconceptions, and skill gaps. Based on the data, teachers will provide targeted small-group instruction and intervention focused on priority reading standards. Strategy's Expected Result/Impact: Teachers will use student data to make informed instructional decisions and provide timely interventions. As a result, students will close learning gaps, increase mastery of reading standards, and improve achievement on classroom assessments, benchmarks, and the STAAR Reading assessment Staff Responsible for Monitoring: Teachers and administrators Title I: 2.51, 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement		1056
Problem Statement 2: Although 3rd grade Reading Meets performance improved to 39% in 2026, more than 60% of students did not achieve the Meets Grade Level standard, indicating the need to strengthen rigorous Tier I instruction and increase opportunities for students to demonstrate higher levels of reading comprehension and written responses. Root Cause: Instruction has not been consistently rigorous enough to move students from the Approaches level to the Meets level through frequent exposure to grade-level complex texts, higher-order questioning, evidence-based written responses, and targeted intervention for students approaching proficiency.		

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 May 2027, favorable campuswide Panorama School Connectedness responses will increase from 22% to 27%.

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 result's and logged visits to the counselor.

Strategy 1 Details		Reviews			
Strategy 1: The campus will provide intentional opportunities for Special Education students to participate in leadership roles, the House System, Longhorn Leaders, campus celebrations, and other school-wide activities to strengthen their sense of belonging and connection to the school community. Strategy's Expected Result/Impact: Special Education students will feel more valued, included, and connected to their peers and school community. Increased participation in leadership and school activities will strengthen students' sense of belonging, resulting in improved school connectedness as measured by the Panorama Survey. Staff Responsible for Monitoring: Mrs. Matta, teachers, building clerk, and Mrs. Macias Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Oct	Jan	Mar	May
					1057
Strategy 2 Details		Reviews			
Strategy 2: Campus staff will implement regular relationship-building opportunities through student check-ins, mentoring, counseling support, and social-emotional learning activities designed to increase student engagement and connectedness. Strategy's Expected Result/Impact: Students will develop stronger relationships with adults and peers, feel supported within the school environment, and increase their sense of safety, belonging, and engagement. As a result, Special Education students will report higher levels of school connectedness on the Panorama Survey. Staff Responsible for Monitoring: SAS counselor, counselor, and Mrs. Matta Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

1058

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 94% to 95%.

Indicators of Success:

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

Evaluation Data Sources: Daily attendance reports.

Strategy 1 Details	Reviews			
Strategy 1: The campus will promote attendance awareness by publicly displaying daily attendance percentages for each grade level. Grade-level attendance data will be updated daily and posted in a designated hallway location to encourage friendly competition and student ownership of attendance. Strategy's Expected Result/Impact: Students and staff will develop increased awareness of attendance trends and the importance of daily attendance. The visibility of attendance data will encourage healthy competition among grade levels and contribute to improved student attendance rates. Staff Responsible for Monitoring: The building clerk and Mrs. Macias. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
				1059
Strategy 2 Details	Reviews			
Strategy 2: The Assistant Principal will post the campus attendance percentage daily on a poster displayed at the main office entrance. Attendance data will be shared and celebrated with students and staff to reinforce the importance of attending school every day. Strategy's Expected Result/Impact: Increased visibility of campus attendance performance will promote a culture of attendance and accountability among students, staff, and families. As a result, student attendance will improve, supporting the campus goal of increasing overall attendance from 94% to 95%. TEA Priorities: Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Results Driven Accountability	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: Exclusionary disciplinary infractions will decrease from 29 referrals to 22 referrals.

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: Focus discipline report.

Strategy 1 Details		Reviews			
Strategy 1: The school counselor will provide proactive behavioral support to students identified as having multiple office discipline referrals or behavioral concerns. During the first nine weeks, the counselor will conduct regular individual and small-group check-ins to build positive relationships, identify barriers to success, teach self-regulation strategies, and support students in making positive behavioral choices. Strategy's Expected Result/Impact: Students will develop stronger social-emotional and self-management skills, resulting in improved decision-making, increased engagement in learning, and a reduction in behavioral incidents requiring office referrals. Staff Responsible for Monitoring: Counselor Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Oct	Jan	Mar	May
					1060
Strategy 2 Details		Reviews			
Strategy 2: Students receiving an office discipline referral will be reviewed through the campus MTSS Behavior process to identify behavioral concerns early and provide timely interventions. The MTSS team will monitor student behavior data, implement targeted supports, collaborate with families, and adjust interventions based on student progress. Strategy's Expected Result/Impact: Early identification and intervention will address behavioral concerns before they escalate, resulting in improved student behavior, increased classroom participation, and a reduction in repeat office discipline referrals. Staff Responsible for Monitoring: Teacher Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

1061

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 2027, the percentage of Special Education students reporting positive perceptions of school safety on the Panorama Survey will increase from 72% to 80%, as measured by the School Safety domain, through targeted bullying prevention efforts, increased student support, and proactive monitoring of student concerns.

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 result's and logged visits to the counselor.

Strategy 1 Details	Reviews			
Strategy 1: The counselor, Special Education teachers, and campus staff will provide explicit instruction on bullying prevention, self-advocacy, conflict resolution, and reporting procedures to ensure students understand how to recognize, respond to, and report bullying behaviors. Strategy's Expected Result/Impact: Special Education students will develop a greater understanding of bullying prevention, reporting procedures, and self-advocacy skills. As a result, students will feel safer, more confident seeking help from adults, and more connected to the school environment, leading to improved perceptions of school safety. Staff Responsible for Monitoring: Counselor and special education teachers and aides. ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
				1062
Strategy 2 Details	Reviews			
Strategy 2: The counselor, administrators, and Special Education staff will conduct regular check-ins with identified students to monitor concerns related to bullying, peer interactions, and school safety. Student concerns will be addressed promptly through restorative practices, parent communication, and individualized support plans when needed. Strategy's Expected Result/Impact: Early identification and intervention will allow the campus to address safety concerns before they escalate. Students will experience stronger relationships with trusted adults, increased feelings of safety and support, and fewer incidents of bullying, resulting in improved school climate and higher School Safety survey scores among Special Education students. Staff Responsible for Monitoring: Counselors, administrators, special education staff ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

1063

Board Goal 4: Classroom Excellence

Performance Objective 1: Decrease chronic absenteeism from 12.7% to 10%.

Evaluation Data Sources: Focus attendance reports.

Strategy 1 Details	Reviews			
Strategy 1: Attendance conference after the fifth absence. Strategy's Expected Result/Impact: Attendance conferences will strengthen communication and collaboration between the school and families, allowing barriers to attendance to be identified and addressed early. As a result, students will demonstrate improved attendance, reduced chronic absenteeism, and increased instructional time, leading to greater academic success. Staff Responsible for Monitoring: Attendance clerk, administrators, and counselor. Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
				1064
Strategy 2 Details	Reviews			
Strategy 2: Administrators and counselor meet weekly to discuss students with excessive absences. Strategy's Expected Result/Impact: Regular review of attendance data by administrators and the counselor will allow the campus to identify attendance concerns early, implement targeted interventions, and address barriers to attendance before patterns become chronic. As a result, student attendance rates will improve, chronic absenteeism will decrease, and students will gain increased access to instructional time and academic success. Staff Responsible for Monitoring: Attendance clerk, administrators, and counselor. Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - 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 2: By May 2027, students will increase the number of laps completed during the campus fitness assessment from the Beginning of Year (BOY) to the Middle of Year (MOY) assessment by 10%, as measured through PE fitness data.

Evaluation Data Sources: PE Fitness Gram

Strategy 1 Details	Reviews			
Strategy 1: The PE teacher will incorporate structured cardiovascular endurance activities into daily instruction to improve students' stamina, endurance, and overall physical fitness Strategy's Expected Result/Impact: Students will improve cardiovascular endurance, stamina, and overall physical fitness. As a result, students will be able to sustain physical activity for longer periods and increase the number of laps completed during fitness assessments. Staff Responsible for Monitoring: PE coach ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Students will establish individual fitness goals and monitor their progress throughout the year using fitness tracking tools and periodic endurance assessments. Strategy's Expected Result/Impact: Students will take ownership of their fitness goals and become more motivated to improve their physical performance. As a result, students will demonstrate increased effort, improved endurance, and measurable growth in the number of laps completed from BOY to MOY. ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability				1065
	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, the percentage of Emergent Bilingual students performing at the Intermediate level or higher on TELPAS Speaking will increase from 33% to 38%.

Evaluation Data Sources: Summit K-12 assessments and lesson progress reports.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide daily opportunities for Emergent Bilingual students to engage in structured academic conversations using grade-level content, academic vocabulary, and language supports aligned to the TELPAS Proficiency Level Descriptors (PLDs). Strategy's Expected Result/Impact: Students will increase their use of academic vocabulary, complete oral responses, and confidence when communicating in English. As a result, students will demonstrate improved oral language proficiency and higher performance on TELPAS Speaking assessments. Staff Responsible for Monitoring: Teachers and administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
				1066
Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement TELPAS-aligned speaking activities through Summit K-12 and classroom instructional practices to provide students with frequent opportunities to practice speaking, receive feedback, and monitor language growth. Strategy's Expected Result/Impact: Students will receive targeted practice and feedback aligned to TELPAS expectations, resulting in increased oral language development, improved speaking proficiency, and greater success on TELPAS Speaking assessments. Staff Responsible for Monitoring: Teachers and bilingual teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

1067

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, Noel Elementary will increase parent and family engagement by increasing participation in campus-sponsored academic, family, and community events and strengthening communication between home and school to support student achievement, attendance, and school connectedness.

Evaluation Data Sources: Sign in sheets.

Strategy 1 Details	Reviews			
Strategy 1: The campus will host monthly grade-level family engagement activities focused on reading, mathematics, science, and student learning. Families will participate in hands-on activities designed to strengthen academic skills and increase understanding of grade-level expectations. Strategy's Expected Result/Impact: Families will gain a better understanding of academic expectations and ways to support learning at home. Increased participation in school activities will strengthen the home-school partnership, resulting in improved student achievement, attendance, and engagement. Staff Responsible for Monitoring: Mrs. Mass (Title 1 Coordinator), administrators and teachers. ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
				1068
Strategy 2 Details	Reviews			
Strategy 2: The campus will provide ongoing communication regarding student progress, attendance, and school events through monthly data folders, progress reports, parent conferences, PTA meetings, and campus communication platforms. Strategy's Expected Result/Impact: Consistent communication will increase family awareness of student progress and school expectations, leading to stronger family-school relationships, increased parent participation, improved attendance, and enhanced student academic success. Staff Responsible for Monitoring: Teachers and parents.	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, Noel Elementary will increase instructional capacity and teacher effectiveness by supporting teachers in obtaining certification and strengthening instructional practices through mentoring, coaching, and professional learning, resulting in 100% of teachers participating in targeted professional development and certification support programs and an increase in student academic achievement.

Evaluation Data Sources: Teacher certificates

Strategy 1 Details		Reviews			
Strategy 1: The campus will provide ongoing mentoring and instructional coaching for teachers who are working toward certification, international teachers, and teachers new to the profession. Mentors, MCL's, MTRT, and administrators will provide support through classroom observations, modeling, co-teaching, feedback, and professional learning. Strategy's Expected Result/Impact: Teachers will strengthen instructional practices, classroom management, and understanding of Texas standards and assessment expectations. As a result, instructional consistency will improve across classrooms, leading to increased student engagement and academic achievement. Staff Responsible for Monitoring: Mentors, MCL's, MTRT, and administrators TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Oct	Jan	Mar	May
					1069
Strategy 2 Details		Reviews			
Strategy 2: The campus will provide targeted professional learning opportunities focused on TEKS alignment, instructional best practices, assessment literacy, language acquisition strategies, and certification requirements to support teacher growth and effectiveness. Strategy's Expected Result/Impact: Teachers will increase their knowledge of effective instructional practices, state standards, and certification requirements. As a result, teacher effectiveness and instructional quality will improve, leading to higher levels of student achievement and academic growth. Staff Responsible for Monitoring: Mentors, MCL's, MTRT, and administrators TEA Priorities: Recruit, support, retain teachers and principals, 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

1070

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2027, Noel Elementary will improve school climate by increasing positive student responses on the Panorama Survey related to respect, school safety, rule-following, and school connectedness by at least 5 percentage points, while maintaining a safe, respectful, and inclusive learning environment for all students.

Evaluation Data Sources: Panorama Survey results.

Strategy 1 Details	Reviews			
Strategy 1: The campus will establish a consistent system for teaching, modeling, practicing, and reinforcing behavioral expectations in classrooms and common areas through the House System, classroom guidance lessons, and school-wide recognition programs. Strategy's Expected Result/Impact: Students will develop a clearer understanding of behavioral expectations and demonstrate increased respect, responsibility, and positive interactions with peers and adults. As a result, the campus will experience improved school climate, increased feelings of safety, and fewer behavioral concerns. Staff Responsible for Monitoring: All staff. ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
				1071
Strategy 2 Details	Reviews			
Strategy 2: The campus will provide students and families with meaningful opportunities to participate in school activities, leadership programs, and decision-making processes to strengthen school connectedness and engagement. Strategy's Expected Result/Impact: Students and families will feel more connected to the school community and develop stronger relationships with staff and peers. As a result, students will demonstrate increased engagement, improved attendance, stronger school connectedness, and more positive perceptions of the campus environment. ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District

OCTECHS

2026-2027 Board Goals/Performance Objectives/Strategies

1072

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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 2027, the percentage of students scoring Meets or Masters on the Algebra 1 STAAR will increase from 36% to 40%.

Indicators of Success:

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%, 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: EOC's, Check Point Assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use Check Point Assessments and classroom 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 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 Problem Statements: Student Achievement 1	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, Instructional Coach Title I: 2.52 - 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: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
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Strategy 3: Targeted tutoring will be implemented using Check Point and Classroom 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 Classroom Assessments and STAAR EOCs. Staff Responsible for Monitoring: Principal, Instructional Coach, Teacher 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: After School Tutoring & Transportation. - Title One Instructional Continuity - \$3,000	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 42% to 47% as measured by 2027 STAAR.

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%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%, 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 EOC 2027, Check Point Data, Classroom Assignments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use Check Point and Classroom 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 academic growth in Reading and Writing will increase. Staff Responsible for Monitoring: Principal, Instructional Coach, Teacher 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1				1076

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 & Instructional Coach 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 Problem Statements: Student Achievement 1	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Targeted tutoring will be implemented using Check Point and Classroom 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 Classroom assessments and the STAAR EOC assessment. Staff Responsible for Monitoring: Principal, Instructional Coach, Teacher Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: After School Tutoring for students. - Title One Instructional Continuity - \$3,000	Formative			Summative
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				1077
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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 scoring meets or exceeds standard on English II EOC will increase from 44% to 49% as measured by 2027 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%, 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 Assessments, Check Point Data & STAAR Eng. II EOC

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use Check Point and Classroom 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 academic growth in Reading and Writing will increase. Staff Responsible for Monitoring: Principal, Instructional Coach, Teacher 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1				1078

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 & Instructional Coach 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 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Targeted tutoring will be implemented using Check Point and Classroom 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 Classroom & Check Point Assessments and on the STAAR EOC. Staff Responsible for Monitoring: Principal, Instructional Coach, Teacher Title I: 2.51, 2.52, 2.53 - 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 Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Family and Community Engagement 1 Funding Sources: After School Tutoring services. - Title One Instructional Continuity - \$3,000	Formative			Summative
	Oct	Jan	Mar	May
				1079
 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 64% to 67% as measured by the 2027 STAAR.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, 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: Check Point & Classroom Assessments, EOCs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use Check Point and Classroom 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 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 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 - Curriculum, Instruction, and Assessment 1				1080

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 & Instructional Coach 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 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Targeted tutoring will be implemented using Check Point and Classroom 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 the Classroom Check Point assessments and STAAR. Staff Responsible for Monitoring: Principal, Instructional Coach, Teacher Title I: 2.51, 2.52, 2.53 - 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 Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: After School Tutoring services. - Title One Instructional Continuity - \$3,000	Formative			Summative
	Oct	Jan	Mar	May
				1081
 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 the US History EOC will increase from 52% to 57% as measured by 2027 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%, 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: Check Point data, Classroom Assessments & STAAR EOC.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
				1082

Strategy 1: Teachers will use Check Point and Classroom assessment data 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

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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

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 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 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Targeted tutoring will be implemented using Check Point and Classroom 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 Check Point and classroom data and on the EOC STAAR exam. Staff Responsible for Monitoring: Principal, Instructional Coach, Teacher Title I: 2.51, 2.52, 2.53 - 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 Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: After School Tutoring services. - Title One Instructional Continuity - \$3,000	Formative			Summative
	Oct	Jan	Mar	May
				1083
 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.

1084

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: OCTECHS will increase the percentage of current seniors meeting at least one CCMR accountability indicator by the fall of the senior year to 55% by 2027.

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 IHE 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 Title I: 2.52, 2.53 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1 - Family and Community Engagement 1 - Technology 1	Formative			Summative
	Oct	Jan	Mar	May
				1085

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 10 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 Title I: 2.51, 2.52, 2.53 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1 - 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 91% by May 2029.

Performance Objective 2: OCTECHS's four-year campus graduation rate will increase from 95% to 96% for the Class of 2027 and overall attendance will increase to 96.6%.

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

Strategy 1 Details	Reviews			
Strategy 1: OCTECHS's average daily attendance will increase to 96.6%. 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 Title I: 2.51, 2.52, 2.53 - 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: Demographics 1 - School Culture and Climate 1 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
				1087

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/or 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 Title I: 2.51, 2.52, 2.53 - 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: Student Achievement 1 - School Culture and Climate 1 - Family and Community Engagement 1		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 2026-27 school year to improve attendance and reduce tardies.

Evaluation Data Sources: PIEMS, ADA

Strategy 1 Details	Reviews			
Strategy 1: Teachers will continue to greet students at the door 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/or roam the hallways. Staff Responsible for Monitoring: Principal, Teachers, Attendance Clerk Title I: 2.51, 2.52, 2.53 - 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: Demographics 1 - School Culture and Climate 1 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
				1089
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 Title I: 2.51, 2.52, 2.53 - 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: Demographics 1 - School Culture and Climate 1 - Family and Community Engagement 1	Formative			Summative
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 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: Check Point Assessment Data, Classroom Assessments & EOCs.

Strategy 1 Details	Reviews			
Strategy 1: Weekly walkthroughs will continue to include "look for items" 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 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 Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - Technology 1	Formative			Summative
	Oct	Jan	Mar	May
				1090
Strategy 2 Details	Reviews			
Strategy 2: OCTECHS will continue to work with ECISD to 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 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 Problem Statements: Student Achievement 1 - Family and Community Engagement 1	Formative			Summative
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 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 62% to 67% by May 2027.

Evaluation Data Sources: Panorama Surveys

Strategy 1 Details		Reviews			
Strategy 1: OCTECHS will continue to provide weekly SEL curriculum through iLead during Home Room class period. 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, Counselor, Teachers Title I: 2.51, 2.52, 2.53 - 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 - Family and Community Engagement 1		Formative			Summative
		Oct	Jan	Mar	May
					1091
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. We will host campus activities such as Campus Recruitment Nights x 5, Game Nights, Movies Nights, Parent Information Meetings in the Fall & Spring, Parents/Student/Teacher Conferences during the Months of October & February, Community Trunk-or-Treat, Parade of Lights, Community Easter Egg Hunt, College Signing Day. 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 Title I: 2.51, 2.52, 2.53 - 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 - Family and Community Engagement 1 Funding Sources: School Connectedness and Family Outreach - Title One School- Improvement - \$5,000		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

1092

Board Goal 5: Culture of Excellence

Performance Objective 2: OCTECHS will proactively build relationships and improve communication with students and their 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, College Instructors Title I: 2.51, 2.52, 2.53 - 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 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
				1093
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 after school. 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 Title I: 2.51, 2.52, 2.53 - 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: Demographics 1 - School Culture and Climate 1 - Family and Community Engagement 1	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District

Odessa Collegiate Academy

2026-2027 Board Goals/Performance Objectives/Strategies



1094

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 their future.

#BlueWolfFamily #ForgeTheFuture #teamECISD #Leadership Matters

#GrowingForwardTogether

Follow us on our school Facebook page: ECISD - Odessa Collegiate Academy

Vision

OUR students...THE future.

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.

1095

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 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 English I EOC testers achieving Meets will increase from 87% to 90%(or higher), and will improve for Masters from 24% to 33%(or higher).

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%, 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 2027 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 for English I Staff Responsible for Monitoring: Campus Instructional Leadership 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 1	Formative			Summative
	Oct	Jan	Mar	May

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 for English I Staff Responsible for Monitoring: Campus Instructional Leadership 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: Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Achievement	1098
Problem Statement 1: Although 98% of students passed ALL their EOC's (Approaches), and 91% scored at the Meets Level, only 37% scored at Masters Level for 2026 for all tests combined (English I, English II, Algebra I, Biology, and US History). Root Cause: Lack of carry over from Approaches to Meets, and Meets to Masters. Scores in English I Masters was only at 24% and English II Masters at 21%.	
Curriculum, Instruction, and Assessment	
Problem Statement 1: Although 98% of students passed ALL their EOC's (Approaches), and 91% scored at the Meets Level, only 37% scored at Masters Level for 2026 for all tests combined (English I, English II, Algebra I, Biology, and US History). Root Cause: Lack of carry over from Approaches to Meets, and Meets to Masters. Scores in English I Masters was only at 24% and English II Masters at 21%.	

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 English II EOC testers achieving Meets will remain at 95%(or higher) and will improve for Masters from 21% to 25%(or higher).

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%, 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 2027 Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 for English II Staff Responsible for Monitoring: Campus Instructional Leadership 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 1				1099

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 for English II Staff Responsible for Monitoring: Campus Instructional Leadership 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: Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Student Achievement	1100
Problem Statement 1: Although 98% of students passed ALL their EOC's (Approaches), and 91% scored at the Meets Level, only 37% scored at Masters Level for 2026 for all tests combined (English I, English II, Algebra I, Biology, and US History). Root Cause: Lack of carry over from Approaches to Meets, and Meets to Masters. Scores in English I Masters was only at 24% and English II Masters at 21%.	
Curriculum, Instruction, and Assessment	
Problem Statement 1: Although 98% of students passed ALL their EOC's (Approaches), and 91% scored at the Meets Level, only 37% scored at Masters Level for 2026 for all tests combined (English I, English II, Algebra I, Biology, and US History). Root Cause: Lack of carry over from Approaches to Meets, and Meets to Masters. Scores in English I Masters was only at 24% and English II Masters at 21%.	

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 Algebra I EOC testers achieving Meets will increase from 86% to 90%(or higher) and for Masters from 55% to 60%(or higher).

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%, 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 2027 Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 for Algebra I Staff Responsible for Monitoring: Campus Instructional Leadership 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 1				1101

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 for Algebra I Staff Responsible for Monitoring: Campus Instructional Leadership 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: Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Student Achievement	1102
Problem Statement 1: Although 98% of students passed ALL their EOC's (Approaches), and 91% scored at the Meets Level, only 37% scored at Masters Level for 2026 for all tests combined (English I, English II, Algebra I, Biology, and US History). Root Cause: Lack of carry over from Approaches to Meets, and Meets to Masters. Scores in English I Masters was only at 24% and English II Masters at 21%.	
Curriculum, Instruction, and Assessment	
Problem Statement 1: Although 98% of students passed ALL their EOC's (Approaches), and 91% scored at the Meets Level, only 37% scored at Masters Level for 2026 for all tests combined (English I, English II, Algebra I, Biology, and US History). Root Cause: Lack of carry over from Approaches to Meets, and Meets to Masters. Scores in English I Masters was only at 24% and English II Masters at 21%.	

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 Biology EOC testers achieving Meets will increase from 93% to 95% (or higher) and will improve for Masters from 49% to 55% (or higher).

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 2027 Results for Biology

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: 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: Student Achievement 1		Formative			Summative
		Oct	Jan	Mar	May
					1103
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 for Biology Staff Responsible for Monitoring: Campus Instructional Leadership 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: Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:

Student Achievement

Problem Statement 1: Although 98% of students passed ALL their EOC's (Approaches), and 91% scored at the Meets Level, only 37% scored at Masters Level for 2026 for all tests combined (English I, English II, Algebra I, Biology, and US History). **Root Cause:** Lack of carry over from Approaches to Meets, and Meets to Masters. Scores in English I Masters was only at 24% and English II Masters at 21%.

Curriculum, Instruction, and Assessment

Problem Statement 1: Although 98% of students passed ALL their EOC's (Approaches), and 91% scored at the Meets Level, only 37% scored at Masters Level for 2026 for all tests combined (English I, English II, Algebra I, Biology, and US History). **Root Cause:** Lack of carry over from Approaches to Meets, and Meets to Masters. Scores in English I Masters was only at 24% and English II Masters at 21%.

1104

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 U.S. History EOC testers achieving Meets will increase from 93% to 95% or higher and will improve for Masters from 48% to 52% or higher.

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 2027 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 2nd semester when students are taking US History by Odessa College professors. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC on US History Staff Responsible for Monitoring: Campus Instructional Leadership 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
				1105
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 Friday AVID classes. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC for US History Staff Responsible for Monitoring: Campus Instructional Leadership 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
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 1: Although 98% of students passed ALL their EOC's (Approaches), and 91% scored at the Meets Level, only 37% scored at Masters Level for 2026 for all tests combined (English I, English II, Algebra I, Biology, and US History). Root Cause: Lack of carry over from Approaches to Meets, and Meets to Masters. Scores in English I Masters was only at 24% and English II Masters at 21%.
Curriculum, Instruction, and Assessment
Problem Statement 1: Although 98% of students passed ALL their EOC's (Approaches), and 91% scored at the Meets Level, only 37% scored at Masters Level for 2026 for all tests combined (English I, English II, Algebra I, Biology, and US History). Root Cause: Lack of carry over from Approaches to Meets, and Meets to Masters. Scores in English I Masters was only at 24% and English II Masters at 21%.

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

1107

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: OCA will maintain a 100% CCMR rate for 2027.

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, Lever 3: Positive School Culture Problem Statements: School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
				1108
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 in Reading, Writing, & Math 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, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Organization
Problem Statement 1: Students struggle to pass the TSI assessment in Reading/Writing and/or Math to qualify them for dual credit opportunities. Root Cause: There is a lack of campus wide intervention and support for students to pass the TSI assessment. There was also a lack of resources to assist students and teachers in this initiative. This is OCA's weakest area and in the need of the greatest growth for the 2026-27 school year.

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 percentage of OCA student attendance will increase from 96.5% (May 2026) to 96.7% by the end of May 2027.

HB3 Board Goal

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 Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
				1110
Strategy 2 Details	Reviews			
Strategy 2: Track student attendance weekly. Track daily some at-risk students and those students on attendance contracts / probation. TEA Priorities: 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 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: Based on our Panorama Survey in May 2026, school connectedness is at 72%%. **Root Cause:** We have post COVID-19 pandemic concerns as all our students are in face to face instruction and many of our students are not engaged enough at school. The attraction of student cell phones (though banned during the school day) and social media (doom scrolling) also play a role in students not engaging enough in the social aspect of our school including classroom participation.

1111

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: OCA will maintain low student discipline infractions / discipline referrals (10 or less) for the 2026-27 school year.

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 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 TEA Priorities: 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 Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
				1112
Strategy 2 Details	Reviews			
Strategy 2: Utilize the SAS Counselor Department 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 Dept. 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	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: Based on our Panorama Survey in May 2026, school connectedness is at 72%%. Root Cause: We have post COVID-19 pandemic concerns as all our students are in face to face instruction and many of our students are not engaged enough at school. The attraction of student cell phones (though banned during the school day) and social media (doom scrolling) also play a role in students not engaging enough in the social aspect of our school including classroom participation.

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 Problem Statements: Demographics 1	Formative			Summative
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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 Problem Statements: Demographics 1	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Our 2026-27 9th grade At-Risk (46.77%) and campus Eco Dis (57.09%) student populations do not match and/or not higher than the District At-Risk (79.5%) and Eco Dis (66.95%) populations **Root Cause:** The campus administration needs to recruit, encourage and seek out more At-Risk and Economically Disadvantaged 8th Grade students for next year's 9th grade class. Though we have improved, this is an area that needs to improve greatly with better targeted recruiting of At-Risk and Economically Disadvantage students for OCA.

1115

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 Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May
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: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning 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: Our 2026-27 9th grade At-Risk (46.77%) and campus Eco Dis (57.09%) student populations do not match and/or not higher than the District At-Risk (79.5%) and Eco Dis (66.95%) populations **Root Cause:** The campus administration needs to recruit, encourage and seek out more At-Risk and Economically Disadvantaged 8th Grade students for next year's 9th grade class. Though we have improved, this is an area that needs to improve greatly with better targeted recruiting of At-Risk and Economically Disadvantage students for OCA.

1117

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, Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May
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, Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Family and Community Engagement 1	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Our 2026-27 9th grade At-Risk (46.77%) and campus Eco Dis (57.09%) student populations do not match and/or not higher than the District At-Risk (79.5%) and Eco Dis (66.95%) populations **Root Cause:** The campus administration needs to recruit, encourage and seek out more At-Risk and Economically Disadvantaged 8th Grade students for next year's 9th grade class. Though we have improved, this is an area that needs to improve greatly with better targeted recruiting of At-Risk and Economically Disadvantage students for OCA.

Family and Community Engagement

Problem Statement 1: Parents attend grade level parent meetings twice a year at a high level, but there is low family participation at student events. **Root Cause:** Lack of parent interest in helping with our student activities and fund raising opportunities for the school.

1119

Board Goal 4: Classroom Excellence

Performance Objective 4: Review and ensure all family income surveys in Focus Parent Portal are fully completed.

Evaluation Data Sources: PEIMS Reports, Reports from Information Systems and Focus

Strategy 1 Details	Reviews			
Strategy 1: By October 2, 2026, review ALL current students income surveys, grades 9-12, in their Focus parent portal registration, and look for inconsistencies that would disqualify a student for economic disadvantage status. Strategy's Expected Result/Impact: Have more accurate income survey information from parents that will help OCA be in more compliance for the TEA CCRSM OMB Report Staff Responsible for Monitoring: Principal, EDL, Choice School Office, Registrar TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Contact families that have inconsistencies in their income survey (from last year to this year) and give them the opportunity to make corrections for more accurate information. Strategy's Expected Result/Impact: Identify accurately all economic disadvantage families to be more accurately in compliance for the TEA CCRSM OMB Report Staff Responsible for Monitoring: Principal, Registrar, Choice School Office, EDL TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Family and Community Engagement 1	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Family and Community Engagement

Problem Statement 1: Parents attend grade level parent meetings twice a year at a high level, but there is low family participation at student events. Root Cause: Lack of parent interest in helping with our student activities and fund raising opportunities for the school.

1121

Board Goal 5: Culture of Excellence

Performance Objective 1: OCA will increase School Connectedness from 72% (Spring 2026) to 75% (Spring 2027).

Evaluation Data Sources: Panorama Survey Results

Strategy 1 Details	Reviews			
Strategy 1: Embed 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, Principal 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
Strategy 2 Details	Reviews			
Strategy 2: Utilize a SAS Crisis Counselor as needed to have a proactive and responsive student support system for students with the goal of a more 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 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
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: Based on our Panorama Survey in May 2026, school connectedness is at 72%%. **Root Cause:** We have post COVID-19 pandemic concerns as all our students are in face to face instruction and many of our students are not engaged enough at school. The attraction of student cell phones (though banned during the school day) and social media (doom scrolling) also play a role in students not engaging enough in the social aspect of our school including classroom participation.

1123

Board Goal 5: Culture of Excellence

Performance Objective 2: 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			
	Formative			Summative
	Oct	Jan	Mar	May
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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Technology 1				1124

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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1		Formative			Summative
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

1125

Staff Quality, Recruitment, and Retention
Problem Statement 1: Teacher candidates for science positions are limited and difficult to fill. Root Cause: Cost of living and finding teachers who want to live in West Texas make it difficult to retain teachers in the area of Ector County and the City of Odessa, Texas. Certified Math and Science teachers are especially hard to find. Note - a certified international teacher was hired over the summer to fill our open Chemistry position.
Technology
Problem Statement 1: There is a gap of some technology skills in that students and parents are not strong in navigating Blackboard and the Odessa College APPS. Root Cause: There is little training for students and especially for our parents in these technology areas.

Ector County Independent School District

Odessa High School

2026-2027 Board Goals/Performance Objectives/Strategies



1126

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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 2027, Algebra I/Mathematics performance will meet or exceed the 2026-2027 Closing the Gaps stretch target of 48% at Meets Grade Level or Above. Mathematics growth will meet or exceed 82%. The 2026 accountability baseline was 16% Meets or Above in Mathematics.

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

Evaluation Data Sources: STAAR EOC/accountability reports, district-approved interim/checkpoint assessments, common assessments, PLC data trackers, student work, and student-group performance reports

Strategy 1 Details	Reviews			
Strategy 1: Core Algebra I PLCs will use weekly/common data cycles, Opportunity Culture MCL support, and PDSA protocols to identify priority TEKS, student misconceptions, and next-step Tier I instructional responses. Strategy's Expected Result/Impact: More precise Tier I instruction, faster reteach cycles, increased student ownership of data, and growth in Meets/Masters performance. Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Coaches, MCL/MTRT, Department Chair, Core Teachers 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 Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: The 9-period Broncho Advantage schedule will provide targeted U.S. History intervention/acceleration, including dedicated support for EOC retesters and students below standard, while protecting access to electives and pathways whenever possible. 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 Problem Statements: Student Achievement 1 - School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 1 - School Organization 1 Funding Sources: PFE Activities to encourage and increase student involvement, participation in CTE/AP/IB/DC & AVID programming on campus. - Title One School-wide, Broncho Spirit Cup logging and reward system for programs and student organizations- attendance, grades, community service, Non-profit engagement and parent/family participation & engagement. - Title One School-wide		Formative			Summative
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Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Students do not consistently meet campus and district expectations at the Meets standard across all EOC content areas. Root Cause: Learning gaps, staffing variability, and inconsistent Tier I rigor require continued strategic staffing, PLC data cycles, and targeted intervention.
School Culture and Climate
Problem Statement 1: Campus daily attendance remains below the long-term 95% expectation and chronic absenteeism/tardiness reduce instructional time. Root Cause: Home/family barriers, student mobility, weak school connection for some students, and inconsistent intervention require coordinated attendance systems and program connection.
Problem Statement 2: Exclusionary discipline and repeated behavior concerns reduce instructional time and disproportionately affect some high-need student groups. Root Cause : Students need proactive supports, consistent routines, adult connection, and case-by-case interventions before exclusionary placements.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Instructional capacity and certification/experience levels remain inconsistent across content areas. Root Cause: Educator shortages require differentiated coaching, strategic staffing, retention of high performers, and internal leadership development.

School Organization

Problem Statement 1: Students need increased access to intervention and postsecondary pathways without losing athletics, fine arts, CTE, AVID, AP/IB, Dual Credit, or electives.
Root Cause: An 8-period structure limited scheduling flexibility; a 9-period opportunity model and intentional pathway design are needed to increase access and individualization.

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 2027, English I EOC performance will contribute to campus RLA performance meeting or exceeding the 2026-2027 Closing the Gaps stretch target of 53% at Meets Grade Level or Above. RLA growth will meet or exceed 78%. The 2026 accountability baseline was 30% Meets or Above in RLA.

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%, 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/accountability reports, district-approved interim/checkpoint assessments, common assessments, PLC data trackers, student work, and student-group performance reports

Strategy 1 Details	Reviews			
Strategy 1: Core English I PLCs will use weekly/common data cycles, Opportunity Culture MCL support, and PDSA protocols to identify priority TEKS, student misconceptions, and next-step Tier I instructional responses. Strategy's Expected Result/Impact: More precise Tier I instruction, faster reteach cycles, increased student ownership of data, and growth in Meets/Masters performance. Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Coaches, MCL/MTRT, Department Chair, Core Teachers 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 Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: The 9-period Broncho Advantage schedule will provide targeted U.S. History intervention/acceleration, including dedicated support for EOC retesters and students below standard, while protecting access to electives and pathways whenever possible. 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 Problem Statements: Student Achievement 1 - School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 1 - School Organization 1 Funding Sources: PFE Activities to encourage and increase student involvement, participation in CTE/AP/IB/DC & AVID programming on campus - Title One School-wide		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

1132

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Students do not consistently meet campus and district expectations at the Meets standard across all EOC content areas. Root Cause: Learning gaps, staffing variability, and inconsistent Tier I rigor require continued strategic staffing, PLC data cycles, and targeted intervention.
School Culture and Climate
Problem Statement 1: Campus daily attendance remains below the long-term 95% expectation and chronic absenteeism/tardiness reduce instructional time. Root Cause: Home/family barriers, student mobility, weak school connection for some students, and inconsistent intervention require coordinated attendance systems and program connection.
Problem Statement 2: Exclusionary discipline and repeated behavior concerns reduce instructional time and disproportionately affect some high-need student groups. Root Cause : Students need proactive supports, consistent routines, adult connection, and case-by-case interventions before exclusionary placements.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Instructional capacity and certification/experience levels remain inconsistent across content areas. Root Cause: Educator shortages require differentiated coaching, strategic staffing, retention of high performers, and internal leadership development.
School Organization
Problem Statement 1: Students need increased access to intervention and postsecondary pathways without losing athletics, fine arts, CTE, AVID, AP/IB, Dual Credit, or electives. Root Cause: An 8-period structure limited scheduling flexibility; a 9-period opportunity model and intentional pathway design are needed to increase access and individualization.

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 2027, English II EOC performance will contribute to campus RLA performance meeting or exceeding the 2026-2027 Closing the Gaps stretch target of 53% at Meets Grade Level or Above. RLA growth will meet or exceed 78%. The 2026 accountability baseline was 30% Meets or Above in RLA.

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%

Evaluation Data Sources: STAAR EOC/accountability reports, district-approved interim/checkpoint assessments, common assessments, PLC data trackers, student work, and student-group performance reports

Strategy 1 Details	Reviews			
Strategy 1: Core English II PLCs will use weekly/common data cycles, Opportunity Culture MCL support, and PDSA protocols to identify priority TEKS, student misconceptions, and next-step Tier I instructional responses. Strategy's Expected Result/Impact: More precise Tier I instruction, faster reteach cycles, increased student ownership of data, and growth in Meets/Masters performance. Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Coaches, MCL/MTRT, Department Chair, Core Teachers 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 Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: The 9-period Broncho Advantage schedule will provide targeted U.S. History intervention/acceleration, including dedicated support for EOC retesters and students below standard, while protecting access to electives and pathways whenever possible. 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 Problem Statements: Student Achievement 1 - School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 1 - School Organization 1 Funding Sources: PFE Activities to encourage and increase student involvement, participation in CTE/AP/IB/DC & AVID programming on campus - Title One School-wide		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

1134

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Students do not consistently meet campus and district expectations at the Meets standard across all EOC content areas. Root Cause: Learning gaps, staffing variability, and inconsistent Tier I rigor require continued strategic staffing, PLC data cycles, and targeted intervention.
School Culture and Climate
Problem Statement 1: Campus daily attendance remains below the long-term 95% expectation and chronic absenteeism/tardiness reduce instructional time. Root Cause: Home/family barriers, student mobility, weak school connection for some students, and inconsistent intervention require coordinated attendance systems and program connection.
Problem Statement 2: Exclusionary discipline and repeated behavior concerns reduce instructional time and disproportionately affect some high-need student groups. Root Cause : Students need proactive supports, consistent routines, adult connection, and case-by-case interventions before exclusionary placements.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Instructional capacity and certification/experience levels remain inconsistent across content areas. Root Cause: Educator shortages require differentiated coaching, strategic staffing, retention of high performers, and internal leadership development.
School Organization
Problem Statement 1: Students need increased access to intervention and postsecondary pathways without losing athletics, fine arts, CTE, AVID, AP/IB, Dual Credit, or electives. Root Cause: An 8-period structure limited scheduling flexibility; a 9-period opportunity model and intentional pathway design are needed to increase access and individualization.

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 2027, Biology/Science performance will increase from the 2026 accountability baseline of 55% Meets Grade Level or Above to at least 60% Meets Grade Level or Above.

HB3 Board Goal

Evaluation Data Sources: STAAR EOC/accountability reports, district-approved interim/checkpoint assessments, common assessments, PLC data trackers, student work, and student-group performance reports

Strategy 1 Details	Reviews			
Strategy 1: Core Biology PLCs will use weekly/common data cycles, Opportunity Culture MCL support, and PDSA protocols to identify priority TEKS, student misconceptions, and next-step Tier I instructional responses. Strategy's Expected Result/Impact: More precise Tier I instruction, faster reteach cycles, increased student ownership of data, and growth in Meets/Masters performance. Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Coaches, MCL/MTRT, Department Chair, Core Teachers 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 Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details		Reviews			
Strategy 2: The 9-period Broncho Advantage schedule will provide targeted U.S. History intervention/acceleration, including dedicated support for EOC retesters and students below standard, while protecting access to electives and pathways whenever possible. 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 Problem Statements: Student Achievement 1 - School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 1 - School Organization 1 Funding Sources: PFE Activities to encourage and increase student involvement, participation in CTE/AP/IB/DC & AVID programming on campus - Title One School-wide		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

1136

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: Students do not consistently meet campus and district expectations at the Meets standard across all EOC content areas. Root Cause: Learning gaps, staffing variability, and inconsistent Tier I rigor require continued strategic staffing, PLC data cycles, and targeted intervention.
School Culture and Climate
Problem Statement 1: Campus daily attendance remains below the long-term 95% expectation and chronic absenteeism/tardiness reduce instructional time. Root Cause: Home/family barriers, student mobility, weak school connection for some students, and inconsistent intervention require coordinated attendance systems and program connection.
Problem Statement 2: Exclusionary discipline and repeated behavior concerns reduce instructional time and disproportionately affect some high-need student groups. Root Cause: Students need proactive supports, consistent routines, adult connection, and case-by-case interventions before exclusionary placements.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Instructional capacity and certification/experience levels remain inconsistent across content areas. Root Cause: Educator shortages require differentiated coaching, strategic staffing, retention of high performers, and internal leadership development.
School Organization
Problem Statement 1: Students need increased access to intervention and postsecondary pathways without losing athletics, fine arts, CTE, AVID, AP/IB, Dual Credit, or electives. Root Cause: An 8-period structure limited scheduling flexibility; a 9-period opportunity model and intentional pathway design are needed to increase access and individualization.

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 2027, U.S. History/Social Studies performance will increase from the 2026 accountability baseline of 37% Meets Grade Level or Above to at least 48% Meets Grade Level or Above, meeting the district Board Goal benchmark across tested content areas.

HB3 Board Goal

Evaluation Data Sources: STAAR EOC/accountability reports, district-approved interim/checkpoint assessments, common assessments, PLC data trackers, student work, and student-group performance reports

Strategy 1 Details		Reviews			
Strategy 1: Core U.S. History PLCs will use weekly/common data cycles, Opportunity Culture MCL support, and PDSA protocols to identify priority TEKS, student misconceptions, and next-step Tier I instructional responses. Strategy's Expected Result/Impact: More precise Tier I instruction, faster reteach cycles, increased student ownership of data, and growth in Meets/Masters performance. Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Coaches, MCL/MTRT, Department Chair, Core Teachers 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 Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: The 9-period Broncho Advantage schedule will provide targeted U.S. History intervention/acceleration, including dedicated support for EOC retesters and students below standard, while protecting access to electives and pathways whenever possible. Problem Statements: Student Achievement 1 - School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 1 - School Organization 1 Funding Sources: PFE Activities to encourage and increase student involvement, participation in CTE/AP/IB/DC & AVID programming on campus - Title One School-wide		Formative			Summative
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No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 5 Problem Statements:

Student Achievement	
Problem Statement 1: Students do not consistently meet campus and district expectations at the Meets standard across all EOC content areas. Root Cause: Learning gaps, staffing variability, and inconsistent Tier I rigor require continued strategic staffing, PLC data cycles, and targeted intervention.	
School Culture and Climate	
Problem Statement 1: Campus daily attendance remains below the long-term 95% expectation and chronic absenteeism/tardiness reduce instructional time. Root Cause: Home/family barriers, student mobility, weak school connection for some students, and inconsistent intervention require coordinated attendance systems and program connection.	
Problem Statement 2: Exclusionary discipline and repeated behavior concerns reduce instructional time and disproportionately affect some high-need student groups. Root Cause : Students need proactive supports, consistent routines, adult connection, and case-by-case interventions before exclusionary placements.	
Staff Quality, Recruitment, and Retention	
Problem Statement 1: Instructional capacity and certification/experience levels remain inconsistent across content areas. Root Cause: Educator shortages require differentiated coaching, strategic staffing, retention of high performers, and internal leadership development.	
School Organization	
Problem Statement 1: Students need increased access to intervention and postsecondary pathways without losing athletics, fine arts, CTE, AVID, AP/IB, Dual Credit, or electives. Root Cause: An 8-period structure limited scheduling flexibility; a 9-period opportunity model and intentional pathway design are needed to increase access and individualization.	

1138

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

1139

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 May 2027, Odessa High School will increase CCMR from the 2026 accountability baseline of 94% to 100% of graduates meeting at least one College, Career, or Military Readiness indicator, while maintaining 100% student access to an identified CCMR pathway.

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: PEIMS/CCMR tracker, TSIA, Dual Credit, AP/IB, CTE certification, military, college prep and accountability reports

Strategy 1 Details	Reviews			
Strategy 1: Implement the Broncho Advantage 9-period schedule to expand access to AP, IB, AVID, CTE, Dual Credit, college prep, certification, and targeted CCMR coursework so students can add opportunity without losing core programs, athletics, fine arts, or needed interventions. Strategy's Expected Result/Impact: Increased pathway participation, course completion, industry credentials, dual-credit attainment, and CCMR completion. Staff Responsible for Monitoring: Principal, CCMR/CTE Coordinators, Counselors, Master Schedule Team, AP/IB/AVID Coordinators, CTE Administration 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1, 2 - Family and Community Engagement 1 - School Organization 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Create a freshman-to-senior dual-credit readiness pipeline. Eligible freshmen will receive EDUC/TSIA readiness support, complete TSIA preparation/testing and Odessa College registration steps, and transition into EDUC 1300/dual-credit coursework. Seniors who are not yet CCMR-complete will be prioritized for targeted dual-credit, CTE certification, college-prep, or other qualifying opportunities. Strategy's Expected Result/Impact: Earlier exposure to college expectations and a structured senior completion pathway will increase dual-credit participation, TSIA readiness, persistence, and CCMR attainment. Staff Responsible for Monitoring: Principal, CCMR Coordinator, Dual Credit/EDUC Staff, Counselors, Odessa College Partners, CTE Administration 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, Lever 5: Effective Instruction Problem Statements: Family and Community Engagement 1 - School Organization 1		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue 1141					

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Campus daily attendance remains below the long-term 95% expectation and chronic absenteeism/tardiness reduce instructional time. Root Cause: Home/family barriers, student mobility, weak school connection for some students, and inconsistent intervention require coordinated attendance systems and program connection. Problem Statement 2: Exclusionary discipline and repeated behavior concerns reduce instructional time and disproportionately affect some high-need student groups. Root Cause : Students need proactive supports, consistent routines, adult connection, and case-by-case interventions before exclusionary placements.
Family and Community Engagement
Problem Statement 1: Family understanding and participation in attendance, CCMR, dual credit, and pathway decisions is inconsistent. Root Cause: The scale and complexity of the campus require more targeted, repeated, and program-specific communication with families.
School Organization
Problem Statement 1: Students need increased access to intervention and postsecondary pathways without losing athletics, fine arts, CTE, AVID, AP/IB, Dual Credit, or electives. Root Cause: An 8-period structure limited scheduling flexibility; a 9-period opportunity model and intentional pathway design are needed to increase access and individualization.

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 the final 2025-2026 baseline (88.6%) to 95% by May 2027.

Indicators of Success:

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

Evaluation Data Sources: PEIMS, FOCUS attendance reports, chronic absenteeism reports, weekly attendance dashboards

Strategy 1 Details	Reviews			
Strategy 1: Attendance clerks, administrators, counselors, sponsors/coaches, and support staff will use weekly student-level attendance monitoring, parent contacts, attendance plans/contracts, wellness checks, and escalation procedures for students demonstrating concerning trends. Strategy's Expected Result/Impact: Earlier intervention and coordinated adult follow-up will reduce chronic absenteeism and increase daily instructional time. Staff Responsible for Monitoring: Principal, Campus Administration, Attendance Staff, Counselors, Coaches/ Sponsors, Corral/Support Staff Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1, 2 - Family and Community Engagement 1 Funding Sources: Broncho Spirit Cup logging and reward system for programs and student organizations- attendance, grades, community service, Non-profit engagement and parent/family participation & engagement. - Title One School-wide	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Implement student attendance incentive and connectedness campaigns, including program-based accountability in fine arts, athletics, CTE, AVID, and other extracurricular groups, with recognition for improved and strong attendance. Strategy's Expected Result/Impact: Students experience stronger adult connection and positive reinforcement for being present, increasing attendance and reducing program-related eligibility concerns. Staff Responsible for Monitoring: Principal, Campus Administration, Attendance Leads, Fine Arts/Athletics/Program Sponsors, Student Council, Title I Leads Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1, 2 - Family and Community Engagement 1 Funding Sources: Broncho Spirit Cup logging and reward system for programs and student organizations- attendance, grades, community service, Non-profit engagement and parent/family participation & engagement. - Title One School-wide		Formative			Summative
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Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Campus daily attendance remains below the long-term 95% expectation and chronic absenteeism/tardiness reduce instructional time. Root Cause: Home/family barriers, student mobility, weak school connection for some students, and inconsistent intervention require coordinated attendance systems and program connection.
Problem Statement 2: Exclusionary discipline and repeated behavior concerns reduce instructional time and disproportionately affect some high-need student groups. Root Cause : Students need proactive supports, consistent routines, adult connection, and case-by-case interventions before exclusionary placements.
Family and Community Engagement
Problem Statement 1: Family understanding and participation in attendance, CCMR, dual credit, and pathway decisions is inconsistent. Root Cause: The scale and complexity of the campus require more targeted, repeated, and program-specific communication with families.

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 by at least 10% from the final 2025-2026 baseline by May 2027, with specific monitoring of special education and other disproportionately represented student groups. [ENTER FINAL BASELINE]

Evaluation Data Sources: FOCUS discipline reports, PEIMS discipline data, special education discipline monitoring, MTSS records

Strategy 1 Details	Reviews			
Strategy 1: Use consistent campus procedures, progressive interventions, restorative/problem-solving conferences, and case-by case review before exclusionary discipline when appropriate, with required consideration of student supports and disability-related needs. Strategy's Expected Result/Impact: Reduced loss of instructional time, improved consistency, and more effective intervention before repeated behavior escalates. Staff Responsible for Monitoring: Principal, Campus Administration, MTSS Team, Special Education Staff, Counselors Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1, 2	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Strengthen school connectedness through pathway participation, extracurricular involvement, mentoring/adult advocacy, positive behavior recognition, and consistent campus routines. Strategy's Expected Result/Impact: Students who are connected to adults and programs are more likely to attend, engage, and respond to behavioral expectations, reducing repeated referrals and exclusionary consequences. Staff Responsible for Monitoring: Principal, Campus Administration, Counselors, Program Coordinators, Coaches/Sponsors, Student Support Staff Title I: 2.53 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1, 2 - School Organization 1		Formative			Summative
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Performance Objective 3 Problem Statements:

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School Culture and Climate
Problem Statement 1: Campus daily attendance remains below the long-term 95% expectation and chronic absenteeism/tardiness reduce instructional time. Root Cause: Home/family barriers, student mobility, weak school connection for some students, and inconsistent intervention require coordinated attendance systems and program connection.
Problem Statement 2: Exclusionary discipline and repeated behavior concerns reduce instructional time and disproportionately affect some high-need student groups. Root Cause : Students need proactive supports, consistent routines, adult connection, and case-by-case interventions before exclusionary placements.
School Organization
Problem Statement 1: Students need increased access to intervention and postsecondary pathways without losing athletics, fine arts, CTE, AVID, AP/IB, Dual Credit, or electives. Root Cause: An 8-period structure limited scheduling flexibility; a 9-period opportunity model and intentional pathway design are needed to increase access and individualization.

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, core tested-area PLCs will demonstrate consistent implementation of data-driven Tier I planning, common assessment analysis, and targeted reteach/extension, as evidenced by walkthroughs, PLC products, and student performance growth.

Evaluation Data Sources: PLC agendas/products, walkthrough data, common assessments, coaching logs

Strategy 1 Details	Reviews			
	Formative			Summative
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Strategy 1: Protect common/daily PLC structures in tested areas and use Opportunity Culture MCLs/instructional coaches to lead short-cycle analysis and instructional response. Strategy's Expected Result/Impact: Greater instructional consistency and faster response to student misconceptions Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Coaches, MCL/MTRT, Department Chairs Title I: 2.51, 2.52 - 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 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				1146

Strategy 2 Details	Reviews			
Strategy 2: Continue AVID Schoolwide WICOR implementation with emphasis on writing, reading, academic vocabulary, inquiry, organization, and evidence-based student discourse across content areas. Strategy's Expected Result/Impact: Increased rigor, literacy across content, student ownership, and transfer of academic strategies into EOC and advanced coursework. Staff Responsible for Monitoring: Principal, AVID Coordinator, AVID Site Team, Campus Administration, Instructional Coaches, MCL/MTRT 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1	Formative			Summative
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 No Progress
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Performance Objective 1 Problem Statements:

1147

Student Achievement
Problem Statement 1: Students do not consistently meet campus and district expectations at the Meets standard across all EOC content areas. Root Cause: Learning gaps, staffing variability, and inconsistent Tier I rigor require continued strategic staffing, PLC data cycles, and targeted intervention.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Instructional capacity and certification/experience levels remain inconsistent across content areas. Root Cause: Educator shortages require differentiated coaching, strategic staffing, retention of high performers, and internal leadership development.
Curriculum, Instruction, and Assessment
Problem Statement 1: Instructional capacity and certification/experience levels remain inconsistent across content areas. Root Cause: ducator shortages require differentiated coaching, strategic staffing, retention of high performers, and internal leadership development.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, Odessa High School will increase the percentage of students enrolled in at least one AP, IB, AVID, CTE, or Dual Credit course/program, with a campus expectation that every student has an identified advanced academic or career pathway.

Evaluation Data Sources: PEIMS course enrollment, AP/IB/AVID/CTE/Dual Credit rosters, master schedule reports

Strategy 1 Details		Reviews			
Strategy 1: Use the 9-period Broncho Advantage schedule to remove schedule conflicts and expand student access to rigorous academic, career, fine arts, athletic, elective, and intervention opportunities. Strategy's Expected Result/Impact: More students participate in high-value pathways without sacrificing other programs; increased connectedness and CCMR attainment. Staff Responsible for Monitoring: Principal, Counselors, Master Schedule Team, Program Coordinators 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 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Organization 1		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Conduct intentional pathway recruitment and advising for students not currently enrolled in AP, IB, AVID, CTE, or Dual Credit, using student interest, readiness, and postsecondary goals. Strategy's Expected Result/Impact: Increased equitable access to rigorous programs and stronger student ownership of future plans. Staff Responsible for Monitoring: Counselors, CCMR/CTE Coordinators, AP/IB/AVID Coordinators, Administrators Title I: 2.51, 2.53 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Family and Community Engagement 1 - School Organization 1		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

1149

Family and Community Engagement
Problem Statement 1: Family understanding and participation in attendance, CCMR, dual credit, and pathway decisions is inconsistent. Root Cause: The scale and complexity of the campus require more targeted, repeated, and program-specific communication with families.
School Organization
Problem Statement 1: Students need increased access to intervention and postsecondary pathways without losing athletics, fine arts, CTE, AVID, AP/IB, Dual Credit, or electives. Root Cause: An 8-period structure limited scheduling flexibility; a 9-period opportunity model and intentional pathway design are needed to increase access and individualization.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, Odessa High School will strengthen teacher effectiveness and retention through strategic staffing, differentiated coaching, mentoring, and leadership development, with improvement in campus retention/certification indicators from the 2025-2026 baseline. [2025- 14% turnover rate, 2026-12.3% (29/235)]

Evaluation Data Sources: HR retention/certification data, staffing rosters, coaching logs, TTESS/walkthrough data

Strategy 1 Details		Reviews			
Strategy 1: Design staffing and class assignments around student need and teacher strengths, including strategic class-size differences, priority cohort placement, and manageable loads for developing teachers. Strategy's Expected Result/Impact: Instructional talent is concentrated where student need is greatest while developing teachers receive appropriate support and conditions for growth. Staff Responsible for Monitoring: Principal, Campus Administration, Department Chairs, MCLs Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Provide differentiated job-embedded support through MCLs, instructional coaches, mentors, PLC leaders, and leadership opportunities for high-capacity staff. Strategy's Expected Result/Impact: Improved teacher skill, retention, leadership capacity, and instructional consistency. Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Coaches, MCLs, Mentors Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
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No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: Instructional capacity and certification/experience levels remain inconsistent across content areas. **Root Cause:** Educator shortages require differentiated coaching, strategic staffing, retention of high performers, and internal leadership development.

Curriculum, Instruction, and Assessment

Problem Statement 1: Instructional capacity and certification/experience levels remain inconsistent across content areas. **Root Cause:** ducator shortages require differentiated coaching, strategic staffing, retention of high performers, and internal leadership development.

1151

Board Goal 4: Classroom Excellence

Performance Objective 4: By May 2027, student tardiness will decrease by at least 20% from the 2025-2026 baseline. [ENTER FINAL BASELINE]

Evaluation Data Sources: FOCUS tardy reports, classroom attendance, administrator weekly dashboards

Strategy 1 Details	Reviews			
Strategy 1: Continue centralized/assigned tardy monitoring with weekly trend reporting, student consequences/ interventions, and administrator follow-up. Strategy's Expected Result/Impact: Reduced lost instructional time and improved consistency of campus routines. Staff Responsible for Monitoring: Principal, Campus Administration, Tardy Coordinator/Assigned Staff Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1, 2	Formative			Summative
	Oct	Jan	Mar	May
				1152
Strategy 2 Details	Reviews			
Strategy 2: Use parent communication, student education, positive recognition, and program accountability to reinforce on-time attendance. Strategy's Expected Result/Impact: Clear expectations plus positive reinforcement reduce repeated tardiness and increase class time Staff Responsible for Monitoring: Campus Administration, Teachers, Attendance Staff, Coaches/Sponsors Title I: 2.53 - TEA Priorities: 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
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No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:

School Culture and Climate

Problem Statement 1: Campus daily attendance remains below the long-term 95% expectation and chronic absenteeism/tardiness reduce instructional time. **Root Cause:** Home/family barriers, student mobility, weak school connection for some students, and inconsistent intervention require coordinated attendance systems and program connection.

Problem Statement 2: Exclusionary discipline and repeated behavior concerns reduce instructional time and disproportionately affect some high-need student groups. **Root Cause** : Students need proactive supports, consistent routines, adult connection, and case-by-case interventions before exclusionary placements.

Family and Community Engagement

Problem Statement 1: Family understanding and participation in attendance, CCMR, dual credit, and pathway decisions is inconsistent. **Root Cause:** The scale and complexity of the campus require more targeted, repeated, and program-specific communication with families.

1153

Board Goal 5: Culture of Excellence

Performance Objective 1: School Connectedness data will improve from the 2025-2026 baseline by at least 5 percentage points by May 2027.
[ENTER FINAL PANORAMA/LOCAL BASELINE]

Evaluation Data Sources: Panorama or district climate survey, student/staff feedback, participation data

Strategy 1 Details	Reviews			
Strategy 1: Implement From Aspiration to Expectation / Broncho Advantage messaging and student experiences that connect every student to a future pathway and communicate that graduation, CCMR, and postsecondary success are expected outcomes. This work will include the 9-period Broncho Advantage schedule, freshman EDUC/TSIA preparation and EDUC 1300 dual-credit coursework, senior dual-credit/CCMR completion opportunities, and expanded AP/IB/CTE/AVID/Dual Credit access. Strategy's Expected Result/Impact: Students understand why school matters, see a viable future pathway, and experience stronger belonging and purpose. Staff Responsible for Monitoring: Principal, Campus Administration, Counselors, Program Coordinators, Student Leadership Title I: 2.53 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Organization 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Use incentive-based activities, student recognition, clubs/programs, fine arts, athletics, CTE, AVID, and student leadership to reward attendance, growth, citizenship, and participation. Strategy's Expected Result/Impact: Positive culture and recognition increase engagement, attendance, and student connection to campus. Staff Responsible for Monitoring: Principal, Campus Administration, Student Council, Coaches/Sponsors, Program Coordinators Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1, 2 - School Organization 1	Formative			Summative
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Performance Objective 1 Problem Statements:

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School Culture and Climate
Problem Statement 1: Campus daily attendance remains below the long-term 95% expectation and chronic absenteeism/tardiness reduce instructional time. Root Cause: Home/family barriers, student mobility, weak school connection for some students, and inconsistent intervention require coordinated attendance systems and program connection.
Problem Statement 2: Exclusionary discipline and repeated behavior concerns reduce instructional time and disproportionately affect some high-need student groups. Root Cause : Students need proactive supports, consistent routines, adult connection, and case-by-case interventions before exclusionary placements.
School Organization
Problem Statement 1: Students need increased access to intervention and postsecondary pathways without losing athletics, fine arts, CTE, AVID, AP/IB, Dual Credit, or electives. Root Cause: An 8-period structure limited scheduling flexibility; a 9-period opportunity model and intentional pathway design are needed to increase access and individualization.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, family/community participation in academic, CCMR, attendance, and pathway events will increase over the 2025-2026 baseline, with multiple opportunities each semester for meaningful two-way engagement.

Evaluation Data Sources: Campus calendar, sign-in data, SchoolStatus/email engagement, parent feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Title I/Campus engagement leads will coordinate targeted family events and communication on attendance, graduation, 9-period scheduling, CCMR, dual credit/EDUC, CTE, AP/IB/AVID, and student supports. Strategy's Expected Result/Impact: Families better understand available opportunities and can make informed decisions with students. Staff Responsible for Monitoring: Principal, Title I Leads, Counselors, CCMR/CTE Coordinators, Program Coordinators Title I: 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 Problem Statements: Family and Community Engagement 1 Funding Sources: Broncho Spirit Cup logging and reward system for programs and student organizations- attendance, grades, community service, Non-profit engagement and parent/family participation & engagement. - Title One School-wide				1156

Strategy 2 Details		Reviews			
Strategy 2: Leverage Odessa College, industry, community organizations, booster groups, and alumni/community partners to expand student and family awareness of college, career, certification, and workforce opportunities. Strategy's Expected Result/Impact: Expanded community connection strengthens pathway relevance and supports postsecondary transitions. Staff Responsible for Monitoring: Principal, CCMR/CTE Coordinators, Counselors, Community/College Partners Title I: 2.53 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1 - School Organization 1 Funding Sources: Broncho Spirit Cup logging and reward system for programs and student organizations- attendance, grades, community service, Non-profit engagement and parent/family participation & engagement. - Title One School-wide		Formative			Summative
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Performance Objective 2 Problem Statements:

Family and Community Engagement
Problem Statement 1: Family understanding and participation in attendance, CCMR, dual credit, and pathway decisions is inconsistent. Root Cause: The scale and complexity of the campus require more targeted, repeated, and program-specific communication with families.
School Organization
Problem Statement 1: Students need increased access to intervention and postsecondary pathways without losing athletics, fine arts, CTE, AVID, AP/IB, Dual Credit, or electives. Root Cause: An 8-period structure limited scheduling flexibility; a 9-period opportunity model and intentional pathway design are needed to increase access and individualization.

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2027, Odessa High School will reduce chronic absenteeism from the 2025-2026 baseline and demonstrate improved attendance among students involved in targeted campus programs and extracurricular groups. [ENTER BASELINE/TARGET]

Evaluation Data Sources: PEIMS attendance, chronic absenteeism, program attendance trackers, eligibility reports

Strategy 1 Details	Reviews			
Strategy 1: Coordinate attendance monitoring across fine arts, athletics, CTE, AVID, and student organizations, with sponsors/coaches receiving actionable data and intervening early with students. Strategy's Expected Result/Impact: Students experience additional layers of adult accountability and support before attendance problems become chronic. Staff Responsible for Monitoring: Principal, Campus Administration, Attendance Staff, Fine Arts/Athletics/Program Sponsors Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 Funding Sources: Broncho Spirit Cup logging and reward system for programs and student organizations- attendance, grades, community service, Non-profit engagement and parent/family participation & engagement. - Title One School-wide	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Use the 9-period day and individualized schedule supports to reduce barriers caused by course failure, intervention conflicts, and lack of access to engaging programs. Strategy's Expected Result/Impact: Students remain connected to high-interest programs while receiving required academic support, improving persistence and attendance. Staff Responsible for Monitoring: Principal, Counselors, Master Schedule Team, Program Coordinators Title I: 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 Problem Statements: School Culture and Climate 1 - School Organization 1	Formative			Summative
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Performance Objective 3 Problem Statements:

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School Culture and Climate
Problem Statement 1: Campus daily attendance remains below the long-term 95% expectation and chronic absenteeism/tardiness reduce instructional time. Root Cause: Home/family barriers, student mobility, weak school connection for some students, and inconsistent intervention require coordinated attendance systems and program connection.
School Organization
Problem Statement 1: Students need increased access to intervention and postsecondary pathways without losing athletics, fine arts, CTE, AVID, AP/IB, Dual Credit, or electives. Root Cause: An 8-period structure limited scheduling flexibility; a 9-period opportunity model and intentional pathway design are needed to increase access and individualization.

Ector County Independent School District

Pease Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



1160

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.

Value Statement

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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 91% by May 2029. 20

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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, 41% 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%

Evaluation Data Sources: STAAR Results, Checkpoints, iReady Diagnostic Assessments, Lesson Plan and Walkthrough Data, Student Data Conferences & Goal-Setting Artifacts

1163

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, Assistant Principal Intern, Instructional Specialist, MCLs, IB Coordinator Title I: 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 - Targeted Support Strategy Problem Statements: Student Achievement 1, 2, 4		Formative			Summative
		Oct	Jan	Mar	May
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 Intern, Instructional Specialist, MCLs, IB Coordinator 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

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 Intern, Instructional Specialist, MCLs, IB Coordinator 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 - Targeted Support Strategy Problem Statements: Student Achievement 1, 2, 3, 4	Formative			Summative
	Oct	Jan	Mar	May

1165

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 Intern, Instructional Specialist, MCLs, IB Coordinator Title I: 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 - Targeted Support Strategy Problem Statements: Student Achievement 1, 2, 3, 4 Funding Sources: - Local - \$28,000		Formative			Summative
		Oct	Jan	Mar	May
					1166
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Spring 2026 STAAR Math performance was inconsistent, with Meets ranging from 24% to 53% across grade levels and languages of assessment. Root Cause: Instructional practices are not yet consistently producing rigorous, grade-level math learning. Strengthening Tier I instruction, TEKS-aligned rigor, lesson internalization, checks for understanding, and data-driven intervention is needed to increase Meets and Masters performance. Problem Statement 2: Spring 2026 STAAR Reading performance was inconsistent, with Meets ranging from 36% to 50% across grade levels and languages of assessment. Root Cause: Grade-level reading instruction has not yet produced consistent achievement across grades. Strengthening TEKS-aligned Tier I instruction, rigorous questioning and tasks, academic discourse, data-driven responses, and targeted intervention is needed. Problem Statement 3: Spring 2026 STAAR Science performance remains an area of need, with 10% Meets in 5th Grade English Science and 32% Meets in 5th Grade Spanish Science. Root Cause: Science instruction has not yet consistently provided the rigor, depth, and application needed for grade-level mastery. Strengthening TEKS-aligned Tier I instruction, hands-on learning, academic vocabulary, and progress monitoring is needed.

Student Achievement
Problem Statement 4: Spring 2026 MAP Reading achievement was below the 50th percentile in five of six grade levels, indicating a K-5 need in Reading achievement. Root Cause: Tier I reading instruction has not yet consistently resulted in grade-level achievement across K-5. Strengthening standards-aligned instruction, checks for understanding, and targeted response to skill gaps is needed.

1167

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 2027, at least 60% of students in K-5 will demonstrate grade-level proficiency in Reading and Math as measured by end-of-year district-approved diagnostic 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. 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: Checkpoints, Growth Assessments, iReady, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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, Assistant Principal Intern, Instructional Specialist, MCLs, IB Coordinator 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, 4 Funding Sources: - Title One School-wide - \$80,000, - Local - \$108,000				

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, Assistant Principal Intern, Instructional Specialist, MCLs, IB Coordinator 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, 4		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

1169

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Spring 2026 STAAR Math performance was inconsistent, with Meets ranging from 24% to 53% across grade levels and languages of assessment. Root Cause: Instructional practices are not yet consistently producing rigorous, grade-level math learning. Strengthening Tier I instruction, TEKS-aligned rigor, lesson internalization, checks for understanding, and data-driven intervention is needed to increase Meets and Masters performance. Problem Statement 2: Spring 2026 STAAR Reading performance was inconsistent, with Meets ranging from 36% to 50% across grade levels and languages of assessment. Root Cause: Grade-level reading instruction has not yet produced consistent achievement across grades. Strengthening TEKS-aligned Tier I instruction, rigorous questioning and tasks, academic discourse, data-driven responses, and targeted intervention is needed. Problem Statement 3: Spring 2026 STAAR Science performance remains an area of need, with 10% Meets in 5th Grade English Science and 32% Meets in 5th Grade Spanish Science. Root Cause: Science instruction has not yet consistently provided the rigor, depth, and application needed for grade-level mastery. Strengthening TEKS-aligned Tier I instruction, hands-on learning, academic vocabulary, and progress monitoring is needed. Problem Statement 4: Spring 2026 MAP Reading achievement was below the 50th percentile in five of six grade levels, indicating a K-5 need in Reading achievement. Root Cause: Tier I reading instruction has not yet consistently resulted in grade-level achievement across K-5. Strengthening standards-aligned instruction, checks for understanding, and targeted response to skill gaps is needed.

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 2027, at least 40% of students in grades 3-5 will achieve Meets Grade Level or above on STAAR Reading and Mathematics, 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%, 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. 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 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, Assistant Principal Intern, Instructional Specialist, MCLs, IB Coordinator Title I: 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 - Targeted Support Strategy Problem Statements: Student Achievement 1, 2, 3, 4	Formative			1170 Summative
	Oct	Jan	Mar	May

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 the percentage of students transitioning from Approaches to Meets standard on STAAR Reading and Math; improved targeted intervention for students needing support; and increased student growth on iReady and STAAR assessments. Staff Responsible for Monitoring: Principal, Assistant Principal Intern, Instructional Specialist, MCLs, IB Coordinator 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 Problem Statements: Student Achievement 1, 2, 3, 4		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: Teachers will meet weekly to analyze checkpoint data, identify trends, and adjust 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 lead 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 help close performance gaps among student subgroups. Staff Responsible for Monitoring: Principal, Assistant Principal Intern, Instructional Specialist, MCLs, IB Coordinator 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 Problem Statements: Student Achievement 1, 2, 3, 4		Formative			Summative
		Oct	Jan	Mar	May ¹¹⁷¹

Strategy 4 Details	Reviews			
Strategy 4: Instructional coaching and professional development in the International Baccalaureate Primary Years Programme (IB PYP) 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, emphasizing comprehension, math discourse, and alignment to STAAR Meets and Masters rigor. To reinforce this work, we will embed spiral review and STAAR-style practice 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 Intern, Instructional Specialist, MCLs, IB Coordinator Title I: 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 - Targeted Support Strategy Problem Statements: Student Achievement 1, 2, 3, 4 Funding Sources: - Local - \$28,000	Formative			Summative
	Oct	Jan	Mar	May
				1172
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Spring 2026 STAAR Math performance was inconsistent, with Meets ranging from 24% to 53% across grade levels and languages of assessment. Root Cause: Instructional practices are not yet consistently producing rigorous, grade-level math learning. Strengthening Tier I instruction, TEKS-aligned rigor, lesson internalization, checks for understanding, and data-driven intervention is needed to increase Meets and Masters performance. Problem Statement 2: Spring 2026 STAAR Reading performance was inconsistent, with Meets ranging from 36% to 50% across grade levels and languages of assessment. Root Cause: Grade-level reading instruction has not yet produced consistent achievement across grades. Strengthening TEKS-aligned Tier I instruction, rigorous questioning and tasks, academic discourse, data-driven responses, and targeted intervention is needed. Problem Statement 3: Spring 2026 STAAR Science performance remains an area of need, with 10% Meets in 5th Grade English Science and 32% Meets in 5th Grade Spanish Science. Root Cause: Science instruction has not yet consistently provided the rigor, depth, and application needed for grade-level mastery. Strengthening TEKS-aligned Tier I instruction, hands-on learning, academic vocabulary, and progress monitoring is needed.

Student Achievement
Problem Statement 4: Spring 2026 MAP Reading achievement was below the 50th percentile in five of six grade levels, indicating a K-5 need in Reading achievement. Root Cause: Tier I reading instruction has not yet consistently resulted in grade-level achievement across K-5. Strengthening standards-aligned instruction, checks for understanding, and targeted response to skill gaps is needed.

1173

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 2027, at least 43% of students in grades 3-5 at Pease Elementary will achieve Meets Grade Level or above on the STAAR Reading assessment, demonstrating progress toward the district goal of 48% of students achieving Meets Grade Level or above by 2029.

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, 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: STAAR Reading Results, iReady Reading Diagnostic, HMH Weekly/Module Assessments, student data folders, checkpoints

Strategy 1 Details	Reviews			
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 the Instructional Specialist 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. More consistent instruction aligned to TEKS and MAP skills will help more students meet 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, Instructional Specialist, 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, 2, 3, 4	Formative			Summative
	Oct	Jan	Mar	May
				1174

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 accelerate 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 keep instruction 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), IB Coordinator, Principal, Instructional Specialist 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, 2, 3, 4	Formative			Summative
	Oct	Jan	Mar	May
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), IB Coordinator, Principal, Instructional Specialist 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, 2, 3, 4	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Spring 2026 STAAR Math performance was inconsistent, with Meets ranging from 24% to 53% across grade levels and languages of assessment. **Root Cause:** Instructional practices are not yet consistently producing rigorous, grade-level math learning. Strengthening Tier I instruction, TEKS-aligned rigor, lesson internalization, checks for understanding, and data-driven intervention is needed to increase Meets and Masters performance.

Problem Statement 2: Spring 2026 STAAR Reading performance was inconsistent, with Meets ranging from 36% to 50% across grade levels and languages of assessment. **Root Cause:** Grade-level reading instruction has not yet produced consistent achievement across grades. Strengthening TEKS-aligned Tier I instruction, rigorous questioning and tasks, academic discourse, data-driven responses, and targeted intervention is needed.

Problem Statement 3: Spring 2026 STAAR Science performance remains an area of need, with 10% Meets in 5th Grade English Science and 32% Meets in 5th Grade Spanish Science. **Root Cause:** Science instruction has not yet consistently provided the rigor, depth, and application needed for grade-level mastery. Strengthening TEKS-aligned Tier I instruction, hands-on learning, academic vocabulary, and progress monitoring is needed.

Problem Statement 4: Spring 2026 MAP Reading achievement was below the 50th percentile in five of six grade levels, indicating a K-5 need in Reading achievement. **Root Cause:** Tier I reading instruction has not yet consistently resulted in grade-level achievement across K-5. Strengthening standards-aligned instruction, checks for understanding, and targeted response to skill gaps is needed.

1176

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, 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 1, 2, 3, 4	Formative			Summative
	Oct	Jan	Mar	May
				1177

Strategy 2 Details		Reviews			
Strategy 2: Teachers will use formative assessment data (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 iReady 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 Problem Statements: Student Achievement 4		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

1178

Student Achievement
Problem Statement 1: Spring 2026 STAAR Math performance was inconsistent, with Meets ranging from 24% to 53% across grade levels and languages of assessment. Root Cause: Instructional practices are not yet consistently producing rigorous, grade-level math learning. Strengthening Tier I instruction, TEKS-aligned rigor, lesson internalization, checks for understanding, and data-driven intervention is needed to increase Meets and Masters performance.
Problem Statement 2: Spring 2026 STAAR Reading performance was inconsistent, with Meets ranging from 36% to 50% across grade levels and languages of assessment. Root Cause: Grade-level reading instruction has not yet produced consistent achievement across grades. Strengthening TEKS-aligned Tier I instruction, rigorous questioning and tasks, academic discourse, data-driven responses, and targeted intervention is needed.
Problem Statement 3: Spring 2026 STAAR Science performance remains an area of need, with 10% Meets in 5th Grade English Science and 32% Meets in 5th Grade Spanish Science. Root Cause: Science instruction has not yet consistently provided the rigor, depth, and application needed for grade-level mastery. Strengthening TEKS-aligned Tier I instruction, hands-on learning, academic vocabulary, and progress monitoring is needed.
Problem Statement 4: Spring 2026 MAP Reading achievement was below the 50th percentile in five of six grade levels, indicating a K-5 need in Reading achievement. Root Cause: Tier I reading instruction has not yet consistently resulted in grade-level achievement across K-5. Strengthening standards-aligned instruction, checks for understanding, and targeted response to skill gaps is needed.

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 May 2027, Pease Elementary will strengthen and sustain the House System as a campus-wide structure for student leadership, belonging, engagement, and accountability, increasing student-reported School Connectedness from 71% to at least 75% and increasing student attendance from 93.6% to at least 95%.

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 students' 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, and 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: Demographics 1, 2 Funding Sources: - Local - \$2,500	Formative			Summative
	Oct	Jan	Mar	May
				1179

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 to achieve academic and attendance goals. 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 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 1 Problem Statements:

Demographics
Problem Statement 1: Although PEIMS attendance increased from 92.2% in 2024-2025 to 93.6% in 2025-2026, Pease remains 1.4 percentage points below the district attendance goal of 95%. While attendance has demonstrated consistent improvement over multiple years, continued absenteeism results in lost instructional time and remains a barrier to 1180 ensuring all students have consistent access to Tier I instruction and interve Root Cause: While campuswide attendance systems, monitoring, communication, and incentives have contributed to an improving attendance trend, current systems have not yet resulted in Pease meeting the 95% district attendance goal. More targeted interventions are needed for students demonstrating recurring patterns of absenteeism, including early identification, timely family communication, individualized prob Problem Statement 2: In 2025-2026, 78.95% of Pease students were identified as economically disadvantaged. While this represents a decrease from 83.74% in 2024-2025, economically disadvantaged students continue to comprise a significant majority of the campus population and may require additional academic resources, interventions, and supports to ensure equitable access to high levels of achievement. Root Cause: The high percentage of economically disadvantaged students requires Pease to provide intentional systems that address differences in access to academic resources and learning opportunities. Continued emphasis is needed on high-quality Tier I instruction, targeted intervention, access to instructional resources, and additional academic supports to ensure socioeconomic circumstances do not become ba

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 May 2027, 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 ownership and accountability habits 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, Checkpoints, 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, take greater ownership of their goals, and show better alignment between their academic actions and outcomes. Staff Responsible for Monitoring: classroom teachers TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	May
				1181
Strategy 2 Details	Reviews			
Strategy 2: Students will participate in biweekly goal-setting sessions tied to iReady/reading assessments, documenting goals and progress in their data folders. Strategy's Expected Result/Impact: Increased student ownership of reading growth, improved iReady 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 2027, 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 2026 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

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

1182

Strategy 1 Details	Reviews			
Strategy 1: Implement weekly PLCs and vertical teaming cycles to align 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 2027. 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 1, 2, 3, 4 Funding Sources: - Title One School-wide - \$33,000	Formative			Summative
	Oct	Jan	Mar	May
				1183

Strategy 2 Details		Reviews			
Strategy 2: Teachers will participate in monthly lesson study cycles in which grade-level teams collaboratively design, teach, observe, and reflect on lessons aligned with TEKS and IB PYP inquiry practices. Strategy's Expected Result/Impact: Increased alignment of Tier 1 instruction to TEKS rigor and the 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		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Spring 2026 STAAR Math performance was inconsistent, with Meets ranging from 24% to 53% across grade levels and languages of assessment. Root Cause: Instructional practices are not yet consistently producing rigorous, grade-level math learning. Strengthening Tier I instruction, TEKS-aligned rigor, lesson internalization, checks for understanding, and data-driven intervention is needed to increase Meets and Masters performance. Problem Statement 2: Spring 2026 STAAR Reading performance was inconsistent, with Meets ranging from 36% to 50% across grade levels and languages of assessment. Root Cause: Grade-level reading instruction has not yet produced consistent achievement across grades. Strengthening TEKS-aligned Tier I instruction, rigorous questioning and tasks, academic discourse, data-driven responses, and targeted intervention is needed. Problem Statement 3: Spring 2026 STAAR Science performance remains an area of need, with 10% Meets in 5th Grade English Science and 32% Meets in 5th Grade Spanish Science. Root Cause: Science instruction has not yet consistently provided the rigor, depth, and application needed for grade-level mastery. Strengthening TEKS-aligned Tier I instruction, hands-on learning, academic vocabulary, and progress monitoring is needed. Problem Statement 4: Spring 2026 MAP Reading achievement was below the 50th percentile in five of six grade levels, indicating a K-5 need in Reading achievement. Root Cause: Tier I reading instruction has not yet consistently resulted in grade-level achievement across K-5. Strengthening standards-aligned instruction, checks for understanding, and targeted response to skill gaps is needed.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, 100% of Pease students will regularly engage in formative feedback, reflection, and goal-setting practices that promote ownership of learning, resulting in student-reported Rigorous Expectations increasing from 78% to at least 82% and observable evidence of student ownership of learning in at least 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 thinking	Formative			Summative
	Oct	Jan	Mar	May
				1185
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 1: Pease Elementary will increase the percentage of students reporting a strong sense of school connectedness from 71% to at least 75% by the end of the 2026-2027 school year, as measured by the Spring Panorama Student 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: Implementing the House System will foster stronger peer-to-peer and student-teacher relationships, increasing students' sense of belonging (as reflected in Panorama survey data), boosting engagement in campus activities, and reducing 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: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May
				1186
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: 2.53 - 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:

Demographics

Problem Statement 1: Although PEIMS attendance increased from 92.2% in 2024-2025 to 93.6% in 2025-2026, Pease remains 1.4 percentage points below the district attendance goal of 95%. While attendance has demonstrated consistent improvement over multiple years, continued absenteeism results in lost instructional time and remains a barrier to ensuring all students have consistent access to Tier I instruction and intervention. **Root Cause:** While campuswide attendance systems, monitoring, communication, and incentives have contributed to an improving attendance trend, current systems have not yet resulted in Pease meeting the 95% district attendance goal. More targeted interventions are needed for students demonstrating recurring patterns of absenteeism, including early identification, timely family communication, individualized problem

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Board Goal 5: Culture of Excellence

Performance Objective 2: Pease Elementary will increase student attendance rates from 93.6% to at least 95% across all grade levels by the end of the 2026-2027 school year.

Evaluation Data Sources: attendance records, parent communication logs regarding attendance, campus incentive program participation data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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, improving attendance rates across all grade levels. Additionally, stronger accountability and recognition will foster a positive school culture that celebrates consistency, resulting in fewer chronic absenteeism cases and stronger alignment with 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, 2 - Family and Community Engagement 1				1188

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, recognize the House with the highest attendance rate in assemblies, newsletters, and on 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 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:

Demographics
Problem Statement 1: Although PEIMS attendance increased from 92.2% in 2024-2025 to 93.6% in 2025-2026, Pease remains 1.4 percentage points below the district attendance goal of 95%. While attendance has demonstrated consistent improvement over multiple years, continued absenteeism results in lost instructional time and remains a barrier to ensuring all students have consistent access to Tier I instruction and intervention. Root Cause: While campuswide attendance systems, monitoring, communication, and incentives have contributed to an improving attendance trend, current systems have not yet resulted in Pease meeting the 95% district attendance goal. More targeted interventions are needed for students demonstrating recurring patterns of absenteeism, including early identification, timely family communication, individualized problem-solving, and targeted interventions. Problem Statement 2: In 2025-2026, 78.95% of Pease students were identified as economically disadvantaged. While this represents a decrease from 83.74% in 2024-2025, economically disadvantaged students continue to comprise a significant majority of the campus population and may require additional academic resources, interventions, and supports to ensure equitable access to high levels of achievement. Root Cause: The high percentage of economically disadvantaged students requires Pease to provide intentional systems that address differences in access to academic resources and learning opportunities. Continued emphasis is needed on high-quality Tier I instruction, targeted intervention, access to instructional resources, and additional academic supports to ensure socioeconomic circumstances do not become barriers to learning.
Family and Community Engagement
Problem Statement 1: Family participation in campus organizations remains limited, with 70 PTA members, despite this being Pease's highest fall PTA membership to date. Root Cause: Current family engagement efforts have not yet resulted in broad participation across the Pease community. The Pease community needs more accessible, meaningful opportunities for family involvement.

Ector County Independent School District

Permian High School

2026-2027 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: The percentage of students achieving or exceeding the meets standard on STAAR EOC English I will increase from 40% to 45% as measured by the 2027 STAAR EOC.

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%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Evaluation Data Sources:

Checkpoints
STAAR Interim
Campus Based Assessment

Strategy 1 Details	Reviews			
Strategy 1: Teachers, through PLC and the District Closing the Loop Data trackers, will track student data at the meets level following district checkpoints (5 and 9 weeks), and STAAR interim. Strategy's Expected Result/Impact: Targeted Intervention for students based on data in real time. Allow for data driven reteach based on low performing standards. Staff Responsible for Monitoring: MCL, Department Chairs, Teachers. Administrators 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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Students performing below the approaches performance level on 8th grade RLA, English I, and English II EOC will be placed in a Reading I Lab class for remediation/acceleration. Strategy's Expected Result/Impact: Structured support for struggling students with a focus on gaps. Increasing student capacity to read and write on grade level. Improve student performance level on EOCs for re-testers and first time testers. Staff Responsible for Monitoring: MCL, DCs, Administrators, Lab Teachers ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Implement Region 18 Co-Teacher Training and ongoing instructional coaching for Special Education and English I teachers to strengthen inclusive instructional practices, improve co-teaching effectiveness, and increase student access to grade-level English I TEKS. Teachers will participate in professional learning, collaborative planning, classroom implementation, and coaching cycles focused on evidence-based instructional strategies, accommodations, and progress monitoring to improve Special Education student performance on the STAAR English I End-of-Course assessment. Strategy's Expected Result/Impact: Increase student performance for special education students through SDI. Staff Responsible for Monitoring: General Education Teachers, Co-Teachers, MCLs, DCs, Admin Title I: 2.51, 2.52 - 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 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				1193
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Special Education students perform below the growth targets for Domain 3 at the meets level in English I, English II, and Algebra I. Root Cause: Inclusion and co-teaching practices vary across classrooms, limiting consistent delivery of specially designed instruction and targeted interventions. Targeted interventions often emphasize remediation to Approaches proficiency instead of accelerating students toward grade-level mastery and Meets performance.

Curriculum, Instruction, and Assessment

Problem Statement 1: Permian High School, student achievement data demonstrates persistent performance gaps between student sub-populations and their peers. Economically Disadvantaged, Special Education, and Emergent Bilingual students consistently perform at lower levels on state assessments. **Root Cause:** Core instruction is not consistently designed to meet the diverse academic needs of all learners. Students requiring language supports, accommodations, and differentiated instruction do not consistently experience rigorous, grade-level learning with appropriate scaffolds.

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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 the meets standard on STAAR EOC English II will increase from 42% to 47% as measured by the 2027 STAAR EOC.

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%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Evaluation Data Sources: Checkpoints

STAAR Interim

Campus Based Assessments.

Strategy 1 Details	Reviews			
Strategy 1: Students performing below the approaches performance level on English I, and English II EOC will be placed in a Reading I Lab class for remediation/acceleration. Strategy's Expected Result/Impact: Increase student performance on STAAR English II EOC. Increase the % of students passing the English II EOC as a first time tester. Staff Responsible for Monitoring: MCLS, DCS, Administrators, Lab Teachers ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				1195
Strategy 2 Details	Reviews			
Strategy 2: Teachers through PLC will track student data at the meets level following district checkpoints (5 and 9 weeks), and STAAR interim. Strategy's Expected Result/Impact: Targeted Intervention for students based on data in real time. Allow for data driven reteach based on low performing standards. Staff Responsible for Monitoring: MCLS, DCs, Administrators, Teachers ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Implement Region 18 Co-Teacher Training and ongoing instructional coaching for Special Education and English II teachers to strengthen inclusive instructional practices, improve co-teaching effectiveness, and increase student access to grade-level English II TEKS. Teachers will participate in professional learning, collaborative planning, classroom implementation, and coaching cycles focused on evidence-based instructional strategies, accommodations, and progress monitoring to improve Special Education student performance on the STAAR English II End-of-Course assessment. Strategy's Expected Result/Impact: Increase students receiving special education services English II EOC test scores Staff Responsible for Monitoring: General Education Teachers, Co-Teachers, MCLs, DCs, Admin Title I: 2.51, 2.52 - ESF Levers: Lever 5: Effective Instruction 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		1196
Problem Statement 1: Special Education students perform below the growth targets for Domain 3 at the meets level in English I, English II, and Algebra I. Root Cause: Inclusion and co-teaching practices vary across classrooms, limiting consistent delivery of specially designed instruction and targeted interventions. Targeted interventions often emphasize remediation to Approaches proficiency instead of accelerating students toward grade-level mastery and Meets performance.		
Curriculum, Instruction, and Assessment		
Problem Statement 1: Permian High School, student achievement data demonstrates persistent performance gaps between student sub-populations and their peers. Economically Disadvantaged, Special Education, and Emergent Bilingual students consistently perform at lower levels on state assessments. Root Cause: Core instruction is not consistently designed to meet the diverse academic needs of all learners. Students requiring language supports, accommodations, and differentiated instruction do not consistently experience rigorous, grade-level learning with appropriate scaffolds.		

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 the meets standard on STAAR EOC Algebra I will increase from 24% to 30% as measured by the 2027 STAAR EOC.

HB3 Board Goal

Indicators of Success:

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: STAAR EOC, STAAR Interim Assessments, District Checkpoints, Campus Based Assessments.

Strategy 1 Details	Reviews			
Strategy 1: Students performing below the approaches performance level on 8th Grade Math STAAR will be placed in an Algebra I math lab. Algebra I EOC re-testers will be placed in Algebraic Reasoning with Strategy's Expected Result/Impact: Increase student performance on STAAR Algebra I EOC. Increase the % of students passing the Algebra I EOC as a first time tester. Staff Responsible for Monitoring: Checkpoints STAAR Interim Campus Based Assessments. Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				1197
Strategy 2 Details	Reviews			
Strategy 2: Collaboratively planning rigorous, TEKS-aligned lessons that leverage Desmos Classroom activities. Strategy's Expected Result/Impact: Increase the percentage of Algebra I students performing at the Meets Grade Level standard on the STAAR End-of-Course assessment. Students understanding math concepts conceptually and procedural. Staff Responsible for Monitoring: MCLs, DCs, Administrators. 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: Special Education students perform below the growth targets for Domain 3 at the meets level in English I, English II, and Algebra I. **Root Cause:** Inclusion and co-teaching practices vary across classrooms, limiting consistent delivery of specially designed instruction and targeted interventions. Targeted interventions often emphasize remediation to Approaches proficiency instead of accelerating students toward grade-level mastery and Meets performance.

Curriculum, Instruction, and Assessment

Problem Statement 1: Permian High School, student achievement data demonstrates persistent performance gaps between student sub-populations and their peers. Economically Disadvantaged, Special Education, and Emergent Bilingual students consistently perform at lower levels on state assessments. **Root Cause:** Core instruction is not consistently designed to meet the diverse academic needs of all learners. Students requiring language supports, accommodations, and differentiated instruction do not consistently experience rigorous, grade-level learning with appropriate scaffolds.

1198

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 achieving or exceeding the meets standard on STAAR EOC US History will increase from 43% to 48% as measured by the 2027 STAAR EOC.

HB3 Board Goal

Evaluation Data Sources: District Checkpoints, Campus Based Assessments, STAAR Interim Assessments, STAAR EOC

Strategy 1 Details	Reviews			
Strategy 1: Students performing below the approaches performance level on US History EOC will be placed in a US History Lab class for remediation/acceleration. Strategy's Expected Result/Impact: Increase student performance on STAAR US History EOC. Increase the % of students passing the US History EOC as a first time tester. Staff Responsible for Monitoring: MCLS, DCS, Lab Teachers, Administrators ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				1199
Strategy 2 Details	Reviews			
Strategy 2: The campus will partner with Region 18 Education Service Center to strengthen instructional practices and supports for Emergent Bilingual (EB) students. Strategy's Expected Result/Impact: Improved performance on all assessments throughout the year Increased implementation of ELPS in US History classrooms Targeted support to address identified learning gaps. Staff Responsible for Monitoring: MCLs, DCs, Teachers, Administration Title I: 2.52 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Permian High School, student achievement data demonstrates persistent performance gaps between student sub-populations and their peers. Economically Disadvantaged, Special Education, and Emergent Bilingual students consistently perform at lower levels on state assessments. Root Cause: Core instruction is not consistently designed to meet the diverse academic needs of all learners. Students requiring language supports, accommodations, and differentiated instruction do not consistently experience rigorous, grade-level learning with appropriate scaffolds.

1200

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 Emergent Bilingual students achieving or exceeding the meets standard on STAAR EOC English I will increase from 20% to 25% as measured by the 2027 STAAR EOC.

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%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Evaluation Data Sources: Checkpoints
STAAR Interim
Campus Based Assessments
TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Students who perform below the Approaches Grade Level standard on the English I End-of-Course (EOC) assessment will be enrolled in an English I Lab course that provides targeted remediation and acceleration. Strategy's Expected Result/Impact: Increase student performance on STAAR English I EOC. Increase the % of students passing the English I EOC as a first-time tester. Staff Responsible for Monitoring: MCLS, DCS, Lab Teachers, Administrators ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				1201

Strategy 2 Details	Reviews			
Strategy 2: Through collaboration with Region18, English I teachers will receive coaching and professional learning designed to strengthen instructional strategies for Emergent Bilingual students. Strategy's Expected Result/Impact: Increase student performance on STAAR English I EOC. Increase the % of students passing the English I EOC as a first-time tester. Staff Responsible for Monitoring: MCLS, DCS, Teachers, Administrators Title I: 2.52 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Permian High School, student achievement data demonstrates persistent performance gaps between student sub-populations and their peers. Economically Disadvantaged, Special Education, and Emergent Bilingual students consistently perform at lower levels on state assessments. Root Cause: Core instruction is not consistently designed to meet the diverse academic needs of all learners. Students requiring language supports, accommodations, and differentiated instruction do not consistently experience rigorous, grade-level learning with appropriate scaffolds.

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 2027, 55% of students will achieve or exceed their I Ready goal for the school year in Math.

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: I Ready Diagnostic BOY and EOY

Strategy 1 Details		Reviews			
Strategy 1: Algebra I Lab (8th grade students who did not meet on STAAR) will provide an additional daily intervention period focused on prerequisite skill gaps, just-in-time instruction aligned to Algebra I standards, and personalized I-Ready Teacher Toolbox lessons. Strategy's Expected Result/Impact: I-Ready growth for students. Increase student performance level on STAAR Algebra I EOC Staff Responsible for Monitoring: Department Chair, MCL, Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
					1203
Strategy 2 Details		Reviews			
Strategy 2: Algebraic Reasoning (Previous Algebra I EOC Failures) will provide an additional daily intervention period focused on prerequisite skill gaps, just-in-time instruction aligned to Algebra I standards, and personalized I-Ready Teacher Toolbox lessons. Strategy's Expected Result/Impact: Increase student growth from BOY to EOY Diagnostic, Increase performance level for ALG I 2nd time testers Staff Responsible for Monitoring: MCL, DCs, Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 6 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Permian High School, student achievement data demonstrates persistent performance gaps between student sub-populations and their peers. Economically Disadvantaged, Special Education, and Emergent Bilingual students consistently perform at lower levels on state assessments. **Root Cause:** Core instruction is not consistently designed to meet the diverse academic needs of all learners. Students requiring language supports, accommodations, and differentiated instruction do not consistently experience rigorous, grade-level learning with appropriate scaffolds.

1204

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: Reading I lab (8th Grade and English I & English II failures) will provide an additional daily intervention period focused on prerequisite skill gaps, just-in-time instruction aligned to English I & English II standards, and personalized I-Ready Teacher Toolbox lessons.

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%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Evaluation Data Sources: I Ready Diagnostic Data BOY to EOY, STAAR performance level growth.

Strategy 1 Details	Reviews			
Strategy 1: Reading I will provide an additional daily intervention period focused on prerequisite skill gaps, just-in-time instruction aligned to English I and English II standards, and personalized I-Ready Teacher Toolbox lessons. Strategy's Expected Result/Impact: Increase BOY to EOY I Ready Diagnostic Data, Increase student performance level on STAAR English I and English II Staff Responsible for Monitoring: MCLs, DCs, Lab teachers, Associate Principal, Principal TEA Priorities: Build a foundation of reading and math Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				1205
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use diagnostic data to identify each student's specific skill gaps and assign targeted i-Ready personalized instruction, small-group teacher-led lessons, and independent practice aligned to those needs. Strategy's Expected Result/Impact: Increase I Ready English Diagnostic Performance from BOY to EOY. Staff Responsible for Monitoring: MCL, DCs, Associate of C&I, Principal TEA Priorities: Build a foundation of reading and math Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 7 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Permian High School, student achievement data demonstrates persistent performance gaps between student sub-populations and their peers. Economically Disadvantaged, Special Education, and Emergent Bilingual students consistently perform at lower levels on state assessments. Root Cause: Core instruction is not consistently designed to meet the diverse academic needs of all learners. Students requiring language supports, accommodations, and differentiated instruction do not consistently experience rigorous, grade-level learning with appropriate scaffolds.

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

1207

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: Increase the percentage of students meeting the standard for college, career, and military readiness will increase from 93% to 96% for the 2026-2027 school year.

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%, 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: CCMR data tracker, Advance Placement scores, Dual Credit, TSIA2 passing rates.

Strategy 1 Details	Reviews			
Strategy 1: 9th-grade students achieving Approaches Grade Level or higher on Grade 8 STAAR RLA will enroll in up to nine dual credit hours through Odessa College with facilitated academic monitoring and targeted support. Strategy's Expected Result/Impact: Students who successfully complete all dual credit offerings will receive 9 credit hours including EDUC 1300 establishing a foundation for college readiness. Staff Responsible for Monitoring: CCMR coordinator, College Career Adviser, Counselors, Lab Facilitators, Admin TEA Priorities: Connect high school to career and college Problem Statements: Curriculum, Instruction, and Assessment 2	Formative			Summative
	Oct	Jan	Mar	May
				1208
Strategy 2 Details	Reviews			
Strategy 2: Advanced Placement teachers will establish measurable student performance goals based on AP Classroom Progress Checks and systematically monitor student progress to increase the percentage of students earning a score of 3 or higher on the applicable AP Exam. Strategy's Expected Result/Impact: Increase student performance on AP exams for 3 or higher to receive college credit and increase % of students achieving CCMR through advanced placement exams. Staff Responsible for Monitoring: Advanced Placement teachers, AP coordinator, CCMR coordinator, Administrators. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1, 2	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Implement and regularly review an individualized CCMR tracking system to monitor each student's progress toward CCMR attainment, including SAT/ACT, TSIA2, dual credit hours, associate degree completion, AP scores of 3+, CTE course completion, industry-based certifications and level of certification, JROTC completion, and ASVAB performance. Strategy's Expected Result/Impact: intentional data tracking of student progress to achieving CCMR point. Staff Responsible for Monitoring: CCMR Coordinator, AP Coordinator, CTE Counselor, CTE Teachers, Administrators ESF Levers: Lever 2: Strategic Staffing Problem Statements: Curriculum, Instruction, and Assessment 2	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Permian High School, student achievement data demonstrates persistent performance gaps between student sub-populations and their peers. Economically Disadvantaged, Special Education, and Emergent Bilingual students consistently perform at lower levels on state assessments. Root Cause: Core instruction is not consistently designed to meet the diverse academic needs of all learners. Students requiring language supports, accommodations, and differentiated instruction do not consistently experience rigorous, grade-level learning with appropriate scaffolds. Problem Statement 2: College, Career, and Military Readiness (CCMR) performance declined from 95% in 2024 to 93% in 2025, indicating that a greater percentage of students did not graduate meeting CCMR criteria. While overall performance remains high, the decline suggests a need to strengthen systems that ensure every student successfully completes one or more CCMR pathways. Root Cause: Students graduating through EAA are included in Permian High School's CCMR accountability data; however, CCMR processes, including FAFSA completion, college and career advising, and progress monitoring, are not implemented with the same level of consistency and fidelity as they are for students attending the Permian High School campus.

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: Increase student attendance from 92% to 94% by May of 2027.

Indicators of Success:

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

Evaluation Data Sources: Weekly attendance data per den by AP.

Number of teacher, clerk, and counselor completed contacts.

Number of attendance contracts completed per den.

Strategy 1 Details	Reviews			
Strategy 1: Attendance tracking per den weekly with contact and contract review during administrative meetings. Strategy's Expected Result/Impact: Increase AP proficiency and parent communication, increase student attendance rates and lower chronic absenteeism. Staff Responsible for Monitoring: APS, Attendance Clerks, Associate for Operations, Campus Principal, TIA teachers Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Campus will decrease chronic absenteeism rate by scheduling students with TIA teachers when student and master schedule allow. Strategy's Expected Result/Impact: Increase in chronically absent students receiving high quality instruction. Staff Responsible for Monitoring: Associate of C&I, Campus Principal, Counselors 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
	Oct	Jan	Mar	May

1210

Strategy 3 Details	Reviews			
Strategy 3: Effectively monitor student attendance through weekly reviews, parent communication, and accurate documentation of truancy contracts, contacts, interventions, and student progress. Strategy's Expected Result/Impact: Increase attendance to 94%. Staff Responsible for Monitoring: Attendance clerks, Assistant Principals, Principal, teachers, counselors, social workers. 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: Permian High School's chronic absenteeism rate continues to exceed the Texas state average of 19%, resulting in significant lost instructional time and negatively impacting student academic achievement, engagement, graduation readiness, and overall campus performance. Root Cause: Campus attendance monitoring, intervention, and accountability systems have not been implemented with consistent frequency and fidelity across all student dens. In addition, the open-campus environment and proximity to surrounding businesses create additional opportunities for students to leave campus or miss instructional periods. High student mobility further complicates timely intervention and

1211

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 number of PEIMS reported offenses will decrease from 1350 to 1250 for the 2026-2027 school year.

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 Reports

Strategy 1 Details	Reviews			
Strategy 1: Implementation of Emergent Tree to allow for common language across campus common areas of Safe, Respectful, Responsible. Strategy's Expected Result/Impact: Decrease in discipline referrals. Set clear expectations for student behavior across campus common areas. Staff Responsible for Monitoring: Associate Principal of Operations, Assistant Principals, Data Clerk, Teachers, Emergent Tree Team/MTSS B, SAS Counselors ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
				1212
Strategy 2 Details	Reviews			
Strategy 2: Effective use of MTSS B referrals and strategies to decrease persistent student misbehavior including classroom disruptions, aggressive behavior, and AEC placements. Strategy's Expected Result/Impact: Provide support for teachers through MTSS B and responding behavior Decrease the number of students with repeated discipline referrals. Increase classroom efficiency. Staff Responsible for Monitoring: Emergent Tree committee, Administrators ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Connect attendance expectations to school events--including prom and grade-level activities--and require enrollment verification to encourage improved attendance and student engagement. Strategy's Expected Result/Impact: Increase attendance to 94%. Staff Responsible for Monitoring: Principal, assistant Principal, counselors, social workers, attendance clerks. Problem Statements: School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Demographics	
Problem Statement 1: Permian High School's chronic absenteeism rate continues to exceed the Texas state average of 19%, resulting in significant lost instructional time and negatively impacting student academic achievement, engagement, graduation readiness, and overall campus performance. Root Cause: Campus attendance monitoring, intervention, and accountability systems have not been implemented with consistent frequency and fidelity across all student dens. In addition, the open-campus environment and proximity to surrounding businesses create additional opportunities for students to leave campus or miss instructional periods. High student mobility further complicates timely intervention and	
School Culture and Climate	
Problem Statement 1: Panorama Survey data reflects student connectedness is below ECISD District expectation of 61%. Root Cause: Large class sizes, overcrowding in hallways, an open-campus atmosphere where students leave campus instead of attending class, and lack of student involvement in extracurricular activities contribute to student disengagement.	

Board Goal 4: Classroom Excellence

Performance Objective 1: Permian High School will increase the participation of 0 to year 1 teachers participation in campus supported mentor programs.

Evaluation Data Sources: Campus mentor tracking systems
% of teacher retention at the end of year 0 and 1

Strategy 1 Details	Reviews			
Strategy 1: Permian High School will assign a trained mentor teacher to all first-year teachers (0-1 years of experience) and to all international teachers who are new to ECISD. Mentor teachers will complete required district mentor training and have a minimum of three years of successful classroom teaching experience. Strategy's Expected Result/Impact: Increase support for 0 to 1 year teachers as well as international teachers in turn increasing retention and teacher efficacy. Staff Responsible for Monitoring: Associate Principal of C & I and Campus Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
				1214
Strategy 2 Details	Reviews			
Strategy 2: Permian High School will host a new teacher academy monthly to support new teachers with strategies, resources, and provide targeted support. Strategy's Expected Result/Impact: Increase support for 0 to 1 year teachers as well as international teachers in turn increasing retention and teacher efficacy. Staff Responsible for Monitoring: Associate Principal of C&I, Campus Principal, Department Chairs, MCLs. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, 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: Panorama Survey data reflects student connectedness is below ECISD District expectation of 61%. **Root Cause:** Large class sizes, overcrowding in hallways, an open-campus atmosphere where students leave campus instead of attending class, and lack of student involvement in extracurricular activities contribute to student disengagement.

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Board Goal 4: Classroom Excellence

Performance Objective 2: Professional Learning Community implementation in STAAR EOC tested and TSIA 2 supporting subjects will meet daily to analyze standards, student work analysis, and disaggregate student data.

Evaluation Data Sources: PLC documentation such as Closing the Loops, Standards Analysis, and alignment to district and PHS PLC Playbook.

Strategy 1 Details	Reviews			
Strategy 1: Permian High School will implement a PHS Playbook for PLCs outlining processes, required meetings, student work analysis protocol, and campus checkpoint data dis-aggregation with next steps. Strategy's Expected Result/Impact: Increase PLC capacity and alignment to purpose of PLCs, increase in dis-aggregation of data Staff Responsible for Monitoring: Associate Principal of C & I, APs, Principal, DC, and MCLs 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: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				1216
Strategy 2 Details	Reviews			
Strategy 2: Permian High School will maintain PLC accountability by documenting meeting agendas, action steps, assessment results, intervention plans, and evidence of implementation. Strategy's Expected Result/Impact: Increase in on target PLC meetings with a focus on student growth and data Staff Responsible for Monitoring: Associate of C & I, Campus principal, MCLS ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction 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: Permian High School, student achievement data demonstrates persistent performance gaps between student sub-populations and their peers. Economically Disadvantaged, Special Education, and Emergent Bilingual students consistently perform at lower levels on state assessments. **Root Cause:** Core instruction is not consistently designed to meet the diverse academic needs of all learners. Students requiring language supports, accommodations, and differentiated instruction do not consistently experience rigorous, grade-level learning with appropriate scaffolds.

1217

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, Permian High School will identify high-need content areas and increase access to classroom-based Chromebooks for students who consistently fail to bring in device. Increasing support in identified areas to ensure students have consistent access to instructional technology.

Evaluation Data Sources: Technology inventory, department needs assessment, teacher feedback

Strategy 1 Details	Reviews			
Strategy 1: Permian High School will prioritize available funding to purchase and deploy classroom-based Chromebook sets to identified high-need content areas utilizing Title I funds Strategy's Expected Result/Impact: Decrease barriers to technology resources Staff Responsible for Monitoring: Media Specialist, Administrators, Department Chair Title I: 2.51 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Technology 1	Formative			Summative
	Oct	Jan	Mar	May
				1218
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Technology
Problem Statement 1: At Permian High School, a significant number of at-risk students do not consistently bring their district-issued Chromebooks to class, limiting their access to digital instructional resources and disrupting the instructional process. As teachers transition to paper-based assignments or locate alternative devices, valuable instructional time is lost. Root Cause: Core academic departments do not have an adequate number of mobile computer carts (COWs) to provide immediate access to devices when students forget or are unable to use their assigned Chromebooks.

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, Permian High School will increase the percentage of teachers who report receiving relevant, timely, and actionable feedback and coaching from campus administrators from 54% to 58%, as measured by the annual Panorama Staff Survey.

Evaluation Data Sources: Panorama Survey, Coaching Cycles within SIBME by administrators and MCLs.

Strategy 1 Details		Reviews			
Strategy 1: Implementation of Opportunity Culture in all STAAR EOC tested areas (English I, English II, Algebra I, US History, Biology) as well as TSIA 2 supporting courses (Algebra II, Geometry, English III). Opportunity Culture MCLs offer coaching support for teachers within their team, model classroom for other teachers, and support Tier II and Tier III teaching. Strategy's Expected Result/Impact: Increase in teacher effectiveness and retention, strengthen PLC process, alignment between classrooms, decrease academic gaps for sub-populations at meets level. Staff Responsible for Monitoring: Associate of C & I, Campus Principal, Administrators Title I: 2.51, 2.53 Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
					1219
Strategy 2 Details		Reviews			
Strategy 2: Permian High School will offer strategic mentoring for all 0 to 1 year teachers and international teachers new to ECISD. Strategy's Expected Result/Impact: Increase support for new teachers and provide targeted coaching. Staff Responsible for Monitoring: Mentors, DCs, MCLs, Associate for C & I, Campus Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Permian High School's chronic absenteeism rate continues to exceed the Texas state average of 19%, resulting in significant lost instructional time and negatively impacting student academic achievement, engagement, graduation readiness, and overall campus performance. **Root Cause:** Campus attendance monitoring, intervention, and accountability systems have not been implemented with consistent frequency and fidelity across all student dens. In addition, the open-campus environment and proximity to surrounding businesses create additional opportunities for students to leave campus or miss instructional periods. High student mobility further complicates timely intervention and

Curriculum, Instruction, and Assessment

Problem Statement 1: Permian High School, student achievement data demonstrates persistent performance gaps between student sub-populations and their peers. Economically Disadvantaged, Special Education, and Emergent Bilingual students consistently perform at lower levels on state assessments. **Root Cause:** Core instruction is not consistently designed to meet the diverse academic needs of all learners. Students requiring language supports, accommodations, and differentiated instruction do not consistently experience rigorous, grade-level learning with appropriate scaffolds.

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Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, Permian High School will increase the percentage of students who report a strong sense of belonging at school from 32% to 36%, as measured by the Spring Panorama Student Survey.

Evaluation Data Sources: Panorama Survey, Parent attendance at Parent Engagements events

Strategy 1 Details	Reviews			
Strategy 1: Permian High School will host two fall engagement events to increase student/family engagement. (Freshman Orientation Night and Open House/Watermelon Feed) Strategy's Expected Result/Impact: increase the percentage of parents who report feeling welcomed by the campus, understanding campus expectations, and knowing who to contact for support, Staff Responsible for Monitoring: Title I Lead, Assistant Principal, Associate Principals, and Campus Principal Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
				1221
Strategy 2 Details	Reviews			
Strategy 2: Permian High School will establish intentional recognition systems that celebrate student achievements, growth, character, and contributions to the campus community. (A Honor Roll Recognition, A/B Honor Roll Recognition) Strategy's Expected Result/Impact: Students who feel they belong are more likely to participate and invest in the campus Staff Responsible for Monitoring: Counselors, APs, Associate Principals, Campus Principal 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: Panorama Survey data reflects student connectedness is below ECISD District expectation of 61%. Root Cause: Large class sizes, overcrowding in hallways, an open-campus atmosphere where students leave campus instead of attending class, and lack of student involvement in extracurricular activities contribute to student disengagement.
Family and Community Engagement
Problem Statement 1: At Permian High School, parent and guardian participation in campus meetings, orientations, and informational events remains below desired levels. Low attendance limits opportunities for families to receive timely information, build relationships with school staff, and actively partner in supporting student academic achievement, attendance, behavior, and postsecondary planning. Root Cause: Meeting times, transportation challenges, childcare needs, and work schedules create barriers that prevent many families from participating in school events.

Ector County Independent School District

Reagan Academic Magnet

2026-2027 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: The percentage of students meeting Mastery on Math will increase from 50% to 51% by May 2027.

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: STAAR interim and STAAR test

Strategy 1 Details	Reviews			
Strategy 1: Students will complete Math Fluency tests weekly with 80% accuracy to improve skills. Students will be monitored every nine weeks. Strategy's Expected Result/Impact: Students will learn math facts. Staff Responsible for Monitoring: Teachers, Administration Problem Statements: Demographics 3 - Student Achievement 4 - Curriculum, Instruction, and Assessment 2	Formative			Summative
	Oct	Jan	Mar	May
				1226
Strategy 2 Details	Reviews			
Strategy 2: Grade levels will have grade level competition on Math facts every 9 weeks. Strategy's Expected Result/Impact: Students will increase mastery of Math facts. Staff Responsible for Monitoring: Teachers, Administration Problem Statements: Demographics 3 - Student Achievement 4 - Curriculum, Instruction, and Assessment 2	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Students will track their own data from Checkpoints, iReady, Interim tests, and STAAR. Strategy's Expected Result/Impact: Students will take ownership in their learning by tracking their scores and setting goals to grow. Staff Responsible for Monitoring: Teachers and administration 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 2 - Student Achievement 3	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. Root Cause: Twenty four students either plateaued or dropped. 1227 Problem Statement 3: Students are having difficulty with word problems in math that require multiple steps. Root Cause: The reason students have difficulty with multiple step problems is because they do not know their facts.
Student Achievement
Problem Statement 3: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. Root Cause: Twenty four students either plateaued or dropped. Problem Statement 4: Students are having difficulty with word problems in math that require multiple steps. Root Cause: The reason students have difficulty with multiple step problems is because they do not know their facts.
Curriculum, Instruction, and Assessment
Problem Statement 2: Students are having difficulty with word problems in math that require multiple steps. Root Cause: The reason students have difficulty with multiple step problems is because they do not know their facts.

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 meeting Mastery on Reading will increase from 67% to 68% by May 2027.

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: STAAR interim and STAAR testing.

Strategy 1 Details	Reviews			
Strategy 1: Students will use A.R. to measure participation, comprehension and growth improve reading comprehension skills. Strategy's Expected Result/Impact: Overall STAAR scores will increase from 95% meeting to 96% by May 2027. Staff Responsible for Monitoring: Librarian, teachers and administrations 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 Problem Statements: Demographics 2 - Student Achievement 3	Formative			Summative
	Oct	Jan	Mar	May
				1228
Strategy 2 Details	Reviews			
Strategy 2: Poem in my Pocket Strategy's Expected Result/Impact: Students will share a love for poetry by creating or sharing a favorite poem. Staff Responsible for Monitoring: Librarian, teachers and administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Achievement 3	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. Root Cause: Twenty four students either plateaued or dropped.
Student Achievement
Problem Statement 3: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. Root Cause: Twenty four students either plateaued or dropped.

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: Improve Science mastery from 45% to 48% by May 2027.

Indicators of Success:

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

Evaluation Data Sources: Venier, teacher created tests, TEKS Resource testing and Checkpoints.

Strategy 1 Details	Reviews			
Strategy 1: Use Venier to build skills and review skills learned. Students are required to complete lessons weekly which spirals learning throughout the year. Instruction will connected weekly to TEKS mastery and establish checkpoint/interim growth targets. Strategy's Expected Result/Impact: Improve mastery on STAAR from 45% to 46%. Staff Responsible for Monitoring: Science teachers and administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 4	Formative			Summative
	Oct	Jan	Mar	May
				1230
Strategy 2 Details	Reviews			
Strategy 2: Use hands on labs once per week in all grade levels. Strategy's Expected Result/Impact: Build basic skills in Science. Students will be able to use the knowledge of hands on learning when they are being tested on checkpoints, interim or STAAR. Staff Responsible for Monitoring: Teachers and administration 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 4	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 4: Students have difficulty seeing out Science connects to learning from the textbook. **Root Cause:** Teachers need to preform more hands on labs to allow students to make the connections.

1231

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: Third grade reading will increase the percent meets in Reading from 99% to 100% by May 2027

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 interim, STAAR test, iReady

Strategy 1 Details	Reviews			
Strategy 1: Kinder through 2nd will use iReady data to target instruction to help students with mastery of Reading and show growth. Strategy's Expected Result/Impact: Improve growth in Reading Staff Responsible for Monitoring: Teacher, Admin 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 Problem Statements: Demographics 2 - Student Achievement 3	Formative			Summative
	Oct	Jan	Mar	May
				1232
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use Blended Learning time to work with students in small groups weekly. Strategy's Expected Result/Impact: Targeted instruction will result in reading comprehension levels. Staff Responsible for Monitoring: Teachers, librarian and administration 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 2, 3 - Student Achievement 3, 4 - Curriculum, Instruction, and Assessment 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. Root Cause: Twenty four students either plateaued or dropped.
Problem Statement 3: Students are having difficulty with word problems in math that require multiple steps. Root Cause: The reason students have difficulty with multiple step problems is because they do not know their facts.
Student Achievement
Problem Statement 3: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. Root Cause: Twenty four students either plateaued or dropped.
Problem Statement 4: Students are having difficulty with word problems in math that require multiple steps. Root Cause: The reason students have difficulty with multiple step problems is because they do not know their facts.
Curriculum, Instruction, and Assessment
Problem Statement 2: Students are having difficulty with word problems in math that require multiple steps. Root Cause: The reason students have difficulty with multiple step problems is because they do not know their facts.

1233

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: 80% of students will meet their AR to improve reading comprehension in grades 1st-5th and improve mastery.

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: Teachers, iReady, STAAR interim, CheckPoints and STAAR

Strategy 1 Details	Reviews			
Strategy 1: Kindergarten will start the foundation of reading to comprehend and test during second semester. Strategy's Expected Result/Impact: iReady score will show growth from BOY to MOY Staff Responsible for Monitoring: Teachers and Administration 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 2 - Student Achievement 3	Formative			Summative
	Oct	Jan	Mar	May
				1234
Strategy 2 Details	Reviews			
Strategy 2: Celebration of students that meet their personal goal. Strategy's Expected Result/Impact: Improve students love for reading and comprehension. Staff Responsible for Monitoring: Teachers, administrators 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 2 - Student Achievement 3	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. Root Cause: Twenty four students either plateaued or dropped.
Student Achievement
Problem Statement 3: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. Root Cause: Twenty four students either plateaued or dropped.

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: Reagan will use school wide WICOR strategies 100% of the year to improve mastery level in all tested areas by May 2027.

Indicators of Success:

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

Strategy 1 Details	Reviews			
Strategy 1: 100% of classrooms will have and use a form of WICOR. Classrooms will use components of WICOR to improve writing skills and this will be measured through walkthroughs and papers submitted to Depth and Complexity Boards. Strategy's Expected Result/Impact: Use of WICOR to improve writing and reading skills. Writing is enforced from Pre-K-5th to help improve reading and writing skills. Staff Responsible for Monitoring: Admin & 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Achievement 3	Formative			Summative
	Oct	Jan	Mar	May
				1236

Strategy 2 Details	Reviews			
Strategy 2: Editing marks used in 2nd-5th grade. Strategy's Expected Result/Impact: Students will improve revising and editing skills on STAAR testing by having a uniformed method of revising and editing sentences. Staff Responsible for Monitoring: Teachers and administration 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 2 - Student Achievement 3	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. Root Cause: Twenty four students either plateaued or dropped. 1237
Student Achievement
Problem Statement 3: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. Root Cause: Twenty four students either plateaued or dropped.

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: School wide attendance will improve from 96.1% to 96.3%

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: Weekly traveling Attendance trophy to top class per grade level

Strategy 1 Details	Reviews			
Strategy 1: Monthly attendance pass for lunch for no absences. Strategy's Expected Result/Impact: Improve attendance Staff Responsible for Monitoring: Office staff, teachers and administration 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
				1238
Strategy 2 Details	Reviews			
Strategy 2: Student documented attendance calendar with tardies. Attendance and tardies are monitored monthly and Growth Plans are written with parent cooperation. Strategy's Expected Result/Impact: Improve overall attendance Staff Responsible for Monitoring: teachers, office staff and administration 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 3 Details	Reviews			
Strategy 3: Growth plans are written for students that don't maintain 90% attendance. Strategy's Expected Result/Impact: By meeting with parents and creating a growth plan students will have better attendance. Staff Responsible for Monitoring: Administration and teachers. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy	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: Improve connectiveness on Panorama from 83% to 84% by May 2027.

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, observation

Strategy 1 Details	Reviews			
Strategy 1: Daily use of iLead to increase Panorama growth when used with fidelity. Strategy's Expected Result/Impact: Students will feel more connected and be able to talk through problems. Staff Responsible for Monitoring: Teachers, Counselor and Administration 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	Formative			Summative
	Oct	Jan	Mar	May
				1240
Strategy 2 Details	Reviews			
Strategy 2: Pre-K will use Conscious Discipline. Strategy's Expected Result/Impact: Students will learn how to handle their emotions self regulate. Staff Responsible for Monitoring: teachers and administration 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
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 1: Students in 1st -5th will set goals and met A.R. 80% of the time by May 2027.

Evaluation Data Sources: A.R. tests and goal setting data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will set goals based on their independent levels. Strategy's Expected Result/Impact: By students tacking ownership and setting goals reading comprehension will come up. Staff Responsible for Monitoring: Teachers, students and Librarian 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 - Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 2 - Student Achievement 3				1241
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. Root Cause: Twenty four students either plateaued or dropped.
Student Achievement
Problem Statement 3: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. Root Cause: Twenty four students either plateaued or dropped.

Board Goal 4: Classroom Excellence

Performance Objective 2: Blended Learning will be used by 100% of teachers. Walk through will be used to determine that teachers are using Blended Learning within their classrooms and growth will be seen in Checkpoints, iReady and STAAR.

Evaluation Data Sources: Lesson plans, walkthroughs and T-TESS observations

Strategy 1 Details	Reviews			
Strategy 1: Teachers will work with students in small group weekly. Teacher will look at high needs areas from all tests to determine the small group needs. Strategy's Expected Result/Impact: Mastery levels in all areas will improve. Staff Responsible for Monitoring: Teachers and administration 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 2, 3 - Student Achievement 3, 4 - Curriculum, Instruction, and Assessment 2	Formative			Summative
	Oct	Jan	Mar	May
				1242
Strategy 2 Details	Reviews			
Strategy 2: Teacher will create personalized learning for students. Personalized learning is based on data seen on checkpoints, iReady and Interims. Strategy's Expected Result/Impact: Teachers will create centers that meet students needs. Staff Responsible for Monitoring: Teachers and administration. 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 - Results Driven Accountability Problem Statements: Demographics 2, 3, 4 - Student Achievement 3, 4 - Curriculum, Instruction, and Assessment 2	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Teachers will meet vertically once a month to plan and implement lessons that align vertically. Strategy's Expected Result/Impact: Lessons will be aligned vertically and teachers will be able to discuss strengths and weaknesses within grade levels. Staff Responsible for Monitoring: Teachers and administration.	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. Root Cause: Twenty four students either plateaued or dropped. Problem Statement 3: Students are having difficulty with word problems in math that require multiple steps. Root Cause: The reason students have difficulty with multiple step problems is because they do not know their facts. Problem Statement 4: Students have difficulty seeing out Science connects to learning from the textbook. Root Cause: Teachers need to preform more hands on labs to allow students to make the connections.
Student Achievement
Problem Statement 3: 99% of students in 3rd-5th grade are at approach or higher in STAAR Reading. Root Cause: Twenty four students either plateaued or dropped. Problem Statement 4: Students are having difficulty with word problems in math that require multiple steps. Root Cause: The reason students have difficulty with multiple step problems is because they do not know their facts.
Curriculum, Instruction, and Assessment
Problem Statement 2: Students are having difficulty with word problems in math that require multiple steps. Root Cause: The reason students have difficulty with multiple step problems is because they do not know their facts.

Board Goal 5: Culture of Excellence

Performance Objective 1: Students will include Scholar Behavior and manners within and outside their classrooms. Scholarly behavior includes: thirsts for knowledge, asks good questions, brings tools, sees things from different perspectives, saves important information, ponders big ideas, exercises the intellect, assesses multiple resources and sets goals.

Evaluation Data Sources: Classroom conduct and environment throughout the school. Use data trackers in classroom, at lunch and dismissal.

Strategy 1 Details	Reviews			
Strategy 1: Scholarly behaviors will be reinforced in the classrooms, special areas, and during lunch. A behavior trackers is used to track and monitor student behavior to increase scholarly behaviors. Strategy's Expected Result/Impact: Students will get along with each other and allow for more focused learning. Staff Responsible for Monitoring: Teachers, Special Areas, Administration and Coaches ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Schoolwide expectations will be posted and enforced in high traffic areas and classrooms. Data trackers are used during lunch and dismissal that is shared with all staff. Strategy's Expected Result/Impact: Students will create a positive environment. Staff Responsible for Monitoring: All staff and administration. 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 3 Details	Reviews			
Strategy 3: Teachers will rotate creating Depth and Complexity Boards to display scholarly work in the hallway. Strategy's Expected Result/Impact: School wide knowledge of depth and complexity icons. Staff Responsible for Monitoring: Teachers, counselor and administration. 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Monthly behavior incentives that are determined by tracking behavior and rewarding students without conduct marks. Strategy's Expected Result/Impact: Students will be rewarded monthly with rewards if they do not have a conduct mark all month examples include: hat day, bring your favorite breakfast and sit with a friend at lunch. Staff Responsible for Monitoring: teachers, administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				1245
Strategy 5 Details	Reviews			
Strategy 5: Non-instructional staff and para's will have a PLC monthly. Strategy's Expected Result/Impact: Non-instructional staff and para's will be more connected and raise questions and concerns when needed. Staff Responsible for Monitoring: Administration 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 6 Details	Reviews			
Strategy 6: Shoutouts for staff and students daily during Morning Announcements. Strategy's Expected Result/Impact: By being recognized other staff or students will want to do more to also be recognized. Staff Responsible for Monitoring: All staff and administration 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
 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District

Ross Elementary

2026-2027 Board Goals/Performance Objectives/Strategies

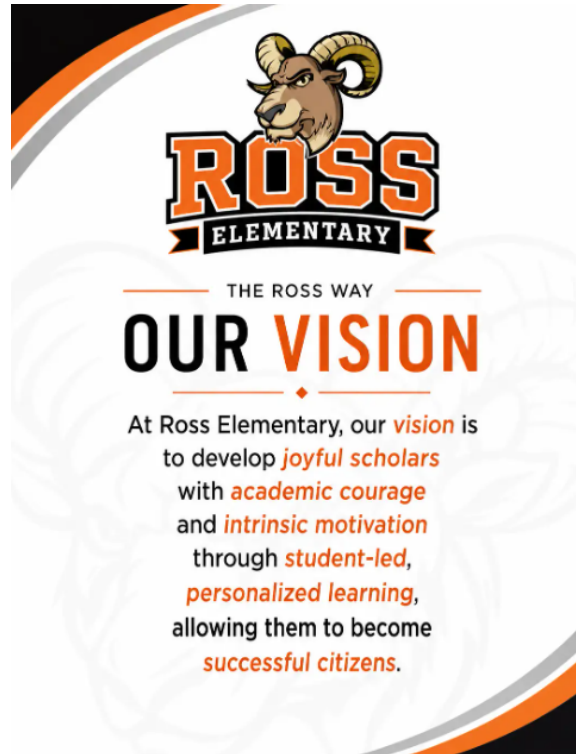


1247

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



1248

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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. 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 2027, the percentage of students in Grades 3-5 achieving Meets Grade Level or above on STAAR Reading will increase from 50% to 55%.

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 results, i-Ready Reading Diagnostic data, common formative assessments, benchmark assessments, PLC data analysis, and intervention progress monitoring

Strategy 1 Details	Reviews			
Strategy 1: Strengthen Tier I instruction through the Opportunity Culture model by utilizing Title I-funded MCL and MTRT personnel, including applicable benefits, to provide collaborative planning, lesson internalization, instructional coaching, and frequent classroom feedback to ensure high-quality instruction in every classroom. Strategy's Expected Result/Impact: Increase the consistency and effectiveness of Tier I reading instruction, resulting in increased student growth and a higher percentage of students achieving Meets Grade Level or above on STAAR Reading. Staff Responsible for Monitoring: Admin and OC team Title I: 2.51, 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Opportunity Culture personnel costs for MCLs and MTRTs, including applicable benefits - Title One School-wide - \$89,594	Formative			Summative
	Oct	Jan	Mar	May
				1250

Strategy 2 Details		Reviews			
Strategy 2: Implement a systematic data-driven instructional process in Grades 3-5 Reading through weekly PLCs, common formative assessments, i-Ready Reading data, lesson internalization, and targeted WIN interventions to identify student needs, monitor progress, and provide timely instructional support. Strategy's Expected Result/Impact: Teachers will use Reading data consistently to adjust instruction and provide timely intervention, resulting in increased student growth and an increase in students achieving Meets Grade Level or above on STAAR Reading from 50% to 55% Staff Responsible for Monitoring: Admin & OC team Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Implement a comprehensive Grades 3-5 Reading intervention system through daily WIN time, targeted small-group instruction, progress monitoring, and timely instructional adjustments to address identified reading gaps and accelerate student growth. Strategy's Expected Result/Impact: Students will demonstrate increased reading growth through timely, targeted interventions, resulting in fewer students performing at Did Not Meet and more students achieving Meets and Masters on STAAR Reading. Staff Responsible for Monitoring: Admin & OC team Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	May
					1251
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Ross Elementary received a preliminary accountability score of 82, representing a decline from the previous year. Student achievement data show a need to reduce the percentage of students performing at Did Not Meet while increasing Meets and Masters performance, particularly in mathematics and science. **Root Cause:** Tier I instruction, differentiation, progress monitoring, and intervention have not been implemented consistently across grade levels. More consistent instructional practices and timely response to student data are needed to prevent learning gaps from widening.

School Processes & Programs

Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause:** Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

1252

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 2027, the percentage of students in Grades 3-5 achieving Meets Grade Level or above on STAAR Mathematics will increase from 44% to 49%

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 Mathematics results, i-Ready Mathematics Diagnostic data, common formative assessments, benchmark assessments, PLC data analysis, and intervention progress monitoring

Strategy 1 Details	Reviews			
Strategy 1: Strengthen Grades 3-5 Tier I mathematics instruction through collaborative planning, lesson internalization, instructional coaching, and frequent classroom feedback, with an emphasis on standards-aligned instruction and identified student learning gaps. Strategy's Expected Result/Impact: Increase the consistency and effectiveness of Tier I mathematics instruction, resulting in increased student growth and an increase in students achieving Meets Grade Level or above on STAAR Mathematics from 44% to 49%. Staff Responsible for Monitoring: Math Teachers Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May
				1253

Strategy 2 Details		Reviews			
Strategy 2: Implement a systematic data-driven instructional process in Grades 3-5 Mathematics through weekly PLCs, common formative assessments, i-Ready Mathematics data, lesson internalization, and targeted WIN interventions to identify student needs, monitor progress, and provide timely instructional support. Strategy's Expected Result/Impact: Teachers will use mathematics data consistently to adjust instruction and provide timely intervention, resulting in increased student growth and an increase in students achieving Meets Grade Level or above on STAAR Mathematics from 44% to 49%. Staff Responsible for Monitoring: Admin & PLC Leads Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

1254

Student Learning
Problem Statement 1: Ross Elementary received a preliminary accountability score of 82, representing a decline from the previous year. Student achievement data show a need to reduce the percentage of students performing at Did Not Meet while increasing Meets and Masters performance, particularly in mathematics and science. Root Cause: Tier I instruction, differentiation, progress monitoring, and intervention have not been implemented consistently across grade levels. More consistent instructional practices and timely response to student data are needed to prevent learning gaps from widening.
School Processes & Programs
Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. Root Cause: Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented 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 3: By May 2027, the percentage of Grade 5 students achieving Meets Grade Level or above on STAAR Science will increase from 17% to 22%.

HB3 Board Goal

Evaluation Data Sources: STAAR Science results, common formative assessments, benchmark assessments, PLC data analysis, science unit assessments, and intervention progress monitoring

Strategy 1 Details	Reviews			
Strategy 1: Strengthen Grade 5 Tier I science instruction through collaborative planning, lesson internalization, vertical alignment, instructional coaching, and frequent classroom feedback, with targeted emphasis on identified areas of need including Earth and Space, Energy, and Organisms and Environments. Strategy's Expected Result/Impact: Increase the consistency and effectiveness of science instruction, resulting in increased student achievement and an increase in Grade 5 students achieving Meets Grade Level or above on STAAR Science from 17% to 22%. Staff Responsible for Monitoring: Admin & Science Teachers Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May
				1255

Strategy 2 Details		Reviews			
Strategy 2: Strengthen K-5 science vertical alignment through standards-aligned science instruction, extended science labs in the primary grades, collaborative planning, and intentional spiraling of prerequisite science concepts to build student knowledge and readiness for Grade 5 Science. Strategy's Expected Result/Impact: Strengthen science content knowledge and vertical alignment across grade levels, contributing to an increase in Grade 5 students achieving Meets Grade Level or above on STAAR Science from 17% to 22%. Staff Responsible for Monitoring: Admin & Science Teachers Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

1256

Student Learning
Problem Statement 1: Ross Elementary received a preliminary accountability score of 82, representing a decline from the previous year. Student achievement data show a need to reduce the percentage of students performing at Did Not Meet while increasing Meets and Masters performance, particularly in mathematics and science. Root Cause: Tier I instruction, differentiation, progress monitoring, and intervention have not been implemented consistently across grade levels. More consistent instructional practices and timely response to student data are needed to prevent learning gaps from widening.
School Processes & Programs
Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. Root Cause: Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

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 2027, the percentage of Grade 3 students achieving Meets Grade Level or above on STAAR Reading will increase from 49% to 54%.

- HB3 Board Goal**
- 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:** Grade 3 STAAR reading results
I-Ready diagnostics
Common Formative Assessments
PLC data analysis
Progress monitoring/intervention data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Strengthen literacy instruction through the implementation of Double Bubble writing strategies, vertically aligned writing expectations, and Bump It Up Walls to improve reading comprehension, vocabulary development, written responses, and overall literacy achievement. Strategy's Expected Result/Impact: Students will demonstrate improved reading comprehension, vocabulary, and written communication through consistent literacy practices and clear learning expectations, resulting in increased Grade 3 reading achievement and overall literacy growth. Staff Responsible for Monitoring: Admin & OC team Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1				1257

Strategy 2 Details		Reviews			
Strategy 2: Provide targeted reading intervention through Opportunity Culture by using checkpoint and common assessment data to identify students needing additional support. Master Classroom Leaders (MCLs) will provide weekly small-group reading instruction for identified students while classroom teachers use progress-monitoring data to adjust instruction and accelerate student growth. Strategy's Expected Result/Impact: Students receiving targeted small-group reading instruction will demonstrate improved reading proficiency and close learning gaps, contributing to an increase in Grade 3 students achieving Meets Grade Level or above on STAAR Reading from 49% to 54% Staff Responsible for Monitoring: Admin & OC Team 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 Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					
1258					

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Ross Elementary received a preliminary accountability score of 82, representing a decline from the previous year. Student achievement data show a need to reduce the percentage of students performing at Did Not Meet while increasing Meets and Masters performance, particularly in mathematics and science. Root Cause: Tier I instruction, differentiation, progress monitoring, and intervention have not been implemented consistently across grade levels. More consistent instructional practices and timely response to student data are needed to prevent learning gaps from widening.
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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 2027, K-3 students will demonstrate measurable growth in Reading as measured by i-Ready, with the percentage of students meeting Typical Growth increasing by at least 5 percentage points from the 2026-2027 beginning-of-year baseline.

HB3 Board Goal

Evaluation Data Sources: i-Ready Reading Diagnostic/Inform Growth data, classroom formative assessments, PLC data analysis, and intervention progress monitoring.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement i-Ready Reading with fidelity in grades K-3 by ensuring students complete at least 45 minutes of personalized instruction each week, complete assigned lessons, and demonstrate mastery with scores of 70% or higher. Teachers will monitor usage and lesson performance weekly through PLCs and provide support when students are not meeting expectations. Strategy's Expected Result/Impact: Consistent participation in i-Ready Reading will increase student engagement with targeted skills and contribute to increased K-3 Reading growth, with the percentage of students meeting Typical Growth increasing by at least 5 percentage points from the 2026-2027 beginning-of-year baseline Staff Responsible for Monitoring: Admin & teachers 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 Problem Statements: Student Learning 1 - School Processes & Programs 1				1259

Strategy 2 Details		Reviews			
Strategy 2: Use i-Ready Diagnostic and lesson performance data during K-3 PLCs to identify skill gaps, form targeted small groups, provide timely intervention, and monitor student progress throughout the year. Strategy's Expected Result/Impact: Teachers will use i-Ready data to adjust instruction and intervention based on individual student needs, resulting in increased Reading growth and a higher percentage of K-3 students meeting Typical Growth Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, MTRTs, K-3 Classroom Teachers 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 Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

1260

Student Learning
Problem Statement 1: Ross Elementary received a preliminary accountability score of 82, representing a decline from the previous year. Student achievement data show a need to reduce the percentage of students performing at Did Not Meet while increasing Meets and Masters performance, particularly in mathematics and science. Root Cause: Tier I instruction, differentiation, progress monitoring, and intervention have not been implemented consistently across grade levels. More consistent instructional practices and timely response to student data are needed to prevent learning gaps from widening.
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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: By May 2027, the percentage of Ross Elementary students reporting positive school connectedness on the Panorama survey will increase by 5 percentage points from the 2026-2027 baseline.

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 student survey data and student participation data

Strategy 1 Details		Reviews			
Strategy 1: Utilize existing Morning Meetings, Ramtastic Leaders, and House activities to strengthen student belonging, positive relationships, student voice, and connection to the school community. Strategy's Expected Result/Impact: Students will demonstrate increased school connectedness and belonging as measured by Panorama survey data. Staff Responsible for Monitoring: Admin & Counselor Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	May
					1261
Strategy 2 Details		Reviews			
Strategy 2: Provide students with academic support through targeted interventions, tutoring opportunities, progress monitoring, and attendance initiatives to strengthen the foundational skills necessary for future academic success and college and career readiness. Strategy's Expected Result/Impact: Students will strengthen foundational academic skills, improve attendance, and demonstrate increased academic growth, preparing them for long-term success in future grades. Staff Responsible for Monitoring: Admin & OC team Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Provide students with opportunities for leadership and school involvement through existing Ramtastic Leader roles and House activities to strengthen student voice, responsibility, and connection to Ross Elementary. Strategy's Expected Result/Impact: Increased student participation and leadership opportunities will contribute to improved school connectedness and belonging as measured by Panorama survey data. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Classroom Teachers Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Ross Elementary received a preliminary accountability score of 82, representing a decline from the previous year. Student achievement data show a need to reduce the percentage of students performing at Did Not Meet while increasing Meets and Masters performance, particularly in mathematics and science. Root Cause: Tier I instruction, differentiation, progress monitoring, and intervention have not been implemented consistently across grade levels. More consistent instructional practices and timely response to student data are needed to prevent learning gaps from widening.
School Processes & Programs
Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. Root Cause: Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

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 May 2027, the percentage of students reporting that they have positive and supportive relationships with adults at school will increase by 5 percentage points from the 2026-2027 Panorama baseline.

Evaluation Data Sources: Panorama student survey data and campus student feedback.

Strategy 1 Details	Reviews			
Strategy 1: Utilize Morning Meetings and existing classroom relationship-building practices to ensure students have regular opportunities to connect with supportive adults and peers. Strategy's Expected Result/Impact: Students will report stronger relationships with adults at school, contributing to a 5 percentage-point increase from the 2026-2027 Panorama baseline. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Classroom Teachers Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May
				1263
Strategy 2 Details	Reviews			
Strategy 2: Utilize existing counselor, teacher, and administrative student-support systems to identify students needing additional connection and provide timely relationship-based support and check-ins. Strategy's Expected Result/Impact: Students receiving additional support will develop stronger connections with trusted adults and report increased belonging and support on Panorama survey measures Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Classroom Teachers Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause:** Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

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 2027, Ross Elementary will increase the student attendance rate from 93% to 94% through consistent attendance monitoring, early intervention, and family communication.

Indicators of Success:

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

Evaluation Data Sources: Daily attendance data, district attendance reports, attendance intervention records, and parent conference documentation.

Strategy 1 Details	Reviews			
Strategy 1: Implement the existing tiered attendance intervention process through timely family communication and escalating supports, including attendance notifications, counselor contact, and principal conferences for students with continued attendance concerns. Strategy's Expected Result/Impact: Early identification and intervention will reduce attendance concerns and contribute to an increase in campus attendance from 93% to 94%. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Attendance Clerk, Classroom Teachers Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May
				1265
Strategy 2 Details	Reviews			
Strategy 2: Utilize existing attendance recognition and incentives to reinforce regular attendance and celebrate students and classrooms demonstrating strong or improved attendance Strategy's Expected Result/Impact: Increased awareness and positive reinforcement of regular attendance will contribute to an increase in campus attendance from 93% to 94%. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Attendance Clerk, Classroom Teachers Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause:** Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

1266

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 2027, Ross Elementary will reduce the rate of office discipline referrals per 100 students by 5% from the 2026-2027 baseline through consistent implementation of campus behavior supports, including CHAMPS/PBIS, restorative practices, and the Emergent Tree pilot

Evaluation Data Sources: Office discipline referral data, student enrollment data, FOCUS discipline reports, and administrative discipline records

Strategy 1 Details	Reviews			
Strategy 1: Implement CHAMPS/PBIS and restorative discipline practices consistently across classrooms and common areas to teach behavior expectations, reinforce positive behavior, and address concerns before they result in office referrals. Strategy's Expected Result/Impact: Consistent implementation of campus behavior expectations will contribute to a 5% reduction in the rate of office discipline referrals per 100 students from the 2026-2027 baseline. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Classroom Teachers, Specials Teachers Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May
				1267
Strategy 2 Details	Reviews			
Strategy 2: Implement and monitor the Emergent Tree behavior-support pilot to provide structured intervention for students demonstrating repeated behavioral concerns and strengthen student self-regulation and positive decision-making. Strategy's Expected Result/Impact: Students receiving targeted behavioral support will demonstrate improved behavior and fewer repeated referrals, contributing to a 5% reduction in the rate of office discipline referrals per 100 students. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Classroom Teachers Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

School Processes & Programs

Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause:** Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

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 5: By May 2027, Ross Elementary will implement the district-approved Coordinated School Health program with fidelity to support student physical health, wellness, and healthy decision-making.

Evaluation Data Sources: Coordinated School Health implementation documentation, PE/health curriculum records, campus wellness activities, and district compliance documentation.

Strategy 1 Details	Reviews			
Strategy 1: Implement the district-approved Coordinated School Health curriculum and required health and physical education instruction to promote student wellness, physical activity, and healthy decision-making Strategy's Expected Result/Impact: Students will receive consistent, standards-aligned instruction that supports physical health, wellness, and healthy behaviors. Staff Responsible for Monitoring: Principal, Assistant Principal, PE Teacher, Classroom Teachers Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May
				1269
Strategy 2 Details	Reviews			
Strategy 2: Provide students with regular opportunities for physical activity and wellness through existing PE, recess, movement opportunities, and campus wellness practices. Strategy's Expected Result/Impact: Students will participate in regular physical activity and wellness practices that support physical health, engagement, and readiness to learn. Staff Responsible for Monitoring: Principal, Assistant Principal, PE Teacher, Classroom Teachers Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

School Processes & Programs

Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause:** Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

1270

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, Ross Elementary will strengthen Tier I instruction through consistent implementation of standards-aligned curriculum, collaborative planning, lesson internalization, instructional coaching, and data-driven decision making, with at least 90% of classroom walkthroughs demonstrating evidence of the campus instructional expectations.

Evaluation Data Sources: Classroom walkthrough data, PLC documentation, lesson internalization evidence, and instructional coaching data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Strengthen mathematics instruction through collaborative lesson internalization, weekly PLCs, and implementation of the district-approved curriculum to ensure rigorous, standards-aligned Tier I mathematics instruction with an intentional focus on improving student achievement, particularly in third-grade mathematics. Strategy's Expected Result/Impact: Teachers will consistently implement high-quality mathematics instruction aligned to grade-level standards, resulting in stronger student engagement, improved instructional consistency, increased mathematics growth, and higher student achievement across all grade levels, with significant gains in third-grade mathematics. Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Classroom Teachers Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1				1271

Strategy 2 Details		Reviews			
Strategy 2: Strengthen instructional excellence through the Opportunity Culture model by providing job-embedded coaching, collaborative planning, classroom modeling, instructional rounds, observation and feedback, and targeted instructional support from Master Classroom Leaders (MCLs) and Multi-Classroom Teacher Residents (MTRTs). Strategy's Expected Result/Impact: Teachers will strengthen instructional practices through ongoing coaching and collaboration, resulting in more effective classroom instruction, increased teacher capacity, and improved student achievement. Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Classroom Teachers Title I: 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 Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: Implement a continuous improvement cycle through weekly PLCs, checkpoint and common formative assessment analysis, classroom walkthroughs, student work analysis, and progress monitoring to refine instruction and improve student outcomes. Strategy's Expected Result/Impact: Teachers will consistently use student performance data and instructional feedback to make timely adjustments that strengthen classroom instruction and improve academic growth. Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Classroom Teachers Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Ross Elementary received a preliminary accountability score of 82, representing a decline from the previous year. Student achievement data show a need to reduce the percentage of students performing at Did Not Meet while increasing Meets and Masters performance, particularly in mathematics and science. **Root Cause:** Tier I instruction, differentiation, progress monitoring, and intervention have not been implemented consistently across grade levels. More consistent instructional practices and timely response to student data are needed to prevent learning gaps from widening.

School Processes & Programs

Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause:** Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

1273

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, 100% of 0-1 year teachers will participate in the district-required mentoring program, and 100% of new-to-Ross staff will be assigned a campus mentor to support successful implementation of instructional and campus expectations.

Evaluation Data Sources: District mentoring documentation, mentor/mentee records, professional learning documentation, coaching records, and classroom walkthrough data.

Strategy 1 Details		Reviews			
Strategy 1: Implement the district mentoring process for all 0-1 year teachers and provide every new-to-Ross staff member with an identified campus mentor for ongoing support, guidance, and problem solving. Strategy's Expected Result/Impact: New staff will receive consistent support and guidance, resulting in increased understanding and implementation of district and campus instructional and operational expectations. Staff Responsible for Monitoring: Principal, Assistant Principal, Assigned Mentors Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	May
					1274
Strategy 2 Details		Reviews			
Strategy 2: Provide ongoing support to new staff through existing Opportunity Culture coaching, administrator feedback, PLC collaboration, and mentor check-ins based on individual staff needs. Strategy's Expected Result/Impact: New staff will demonstrate increased instructional capacity and consistent implementation of campus expectations throughout the school year. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, MTRTs, Assigned Mentors Title I: 2.52 - 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 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. Root Cause: Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, 100% of teachers receiving instructional coaching will engage in ongoing observation, feedback, and practice cycles, including the use of SIBME when appropriate, to strengthen instructional practice and implementation of campus instructional expectations.

Evaluation Data Sources: Coaching documentation, SIBME coaching artifacts, classroom walkthrough data, teacher feedback, and MCL/MTRT coaching records.

Strategy 1 Details	Reviews			
Strategy 1: Utilize existing Opportunity Culture coaching structures to provide teachers with observation, actionable feedback, modeling, and opportunities to practice identified instructional skills. Strategy's Expected Result/Impact: Teachers participating in coaching cycles will demonstrate growth in identified instructional practices and increased consistency in implementation of campus instructional expectations Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, MTRTs Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May
				1276
Strategy 2 Details	Reviews			
Strategy 2: Utilize SIBME as a coaching and professional learning tool for teachers to record instruction, reflect on practice, receive feedback, and practice targeted instructional skills within existing coaching cycles. Strategy's Expected Result/Impact: Teachers using SIBME will engage in reflection and targeted practice that strengthens instructional effectiveness and supports continuous professional growth. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, MTRTs, Classroom Teachers Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause:** Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

1277

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, Ross Elementary will improve student school connectedness and positive behavior from the 2026-2027 baseline through consistent implementation of campuswide culture systems and practices.

Evaluation Data Sources: Panorama school connectedness data, discipline data, student participation data, and campus culture implementation data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Strengthen a positive school culture through the implementation of Emergent Tree practices, the Ron Clark House System, daily Morning Meetings, the Ross Pledge, and schoolwide expectations that promote belonging, leadership, responsibility, and positive student behavior. Strategy's Expected Result/Impact: Students will demonstrate increased engagement, positive behavior, leadership, and a stronger sense of belonging, contributing to a safe, supportive, and positive school culture. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Classroom Teachers Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1 - School Processes & Programs 1				1278

Strategy 2 Details		Reviews			
Strategy 2: Provide students with meaningful opportunities for leadership, recognition, and belonging through the existing House System, Ramtastic Leaders, student leadership roles, celebrations, and schoolwide activities. Strategy's Expected Result/Impact: Students will demonstrate increased school connectedness, positive behavior, leadership, and sense of belonging as measured through campus culture, participation, and student feedback data. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Classroom Teachers Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

1279

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Ross Elementary received a preliminary accountability score of 82, representing a decline from the previous year. Student achievement data show a need to reduce the percentage of students performing at Did Not Meet while increasing Meets and Masters performance, particularly in mathematics and science. Root Cause: Tier I instruction, differentiation, progress monitoring, and intervention have not been implemented consistently across grade levels. More consistent instructional practices and timely response to student data are needed to prevent learning gaps from widening.
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Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, Ross Elementary will increase meaningful family engagement by increasing participation in academic and family partnership opportunities from the 2026-2027 baseline.

Evaluation Data Sources: Family event participation, parent conference records, family communication data, volunteer participation, and stakeholder feedback.

Strategy 1 Details	Reviews			
Strategy 1: Strengthen family engagement through existing campus communication systems, family events, parent conferences, volunteer opportunities, and academic partnership activities that provide families with meaningful opportunities to support student success. Strategy's Expected Result/Impact: Increased family participation and two-way communication will strengthen school-family partnerships and increase meaningful family engagement from the 2026-2027 baseline. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Classroom Teachers Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May
				1280
Strategy 2 Details	Reviews			
Strategy 2: Provide families with opportunities to understand student academic progress and ways to support learning at home through existing parent conferences, academic family events, progress reports, and teacher-family communication. Strategy's Expected Result/Impact: Families will have increased access to information about student progress and strategies to support learning, strengthening family-school partnerships and meaningful family engagement. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, MTRTs, Classroom Teachers Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause:** Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

1281

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2027, Ross Elementary will improve staff belonging, collaboration, and engagement from the 2026-2027 Panorama baseline through intentional recognition, collaboration, leadership opportunities, and shared decision-making.

Evaluation Data Sources: Panorama staff survey data, staff participation data, leadership team documentation, and professional learning records.

Strategy 1 Details	Reviews			
Strategy 1: Strengthen staff culture and belonging through existing staff recognition, appreciation, collaborative opportunities, and celebrations that acknowledge staff contributions and promote a positive campus culture. Strategy's Expected Result/Impact: Staff will report increased belonging, recognition, and connection to the campus community as measured by Panorama staff survey data and stakeholder feedback. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Campus Leadership Team Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May
				1282
Strategy 2 Details	Reviews			
Strategy 2: Utilize regular staff Huddles, leadership teams, campus committees, and other existing collaborative structures to provide staff with frequent opportunities for voice, feedback, shared problem-solving, and participation in campus decision-making. Strategy's Expected Result/Impact: Frequent opportunities for staff voice and two-way feedback will strengthen staff engagement, shared ownership, communication, and sense of belonging at Ross Elementary. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, MTRTs, Campus Leadership Team Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause:** Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

1283

Ector County Independent School District

Sam Houston Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



1284

Mission Statement

SH Mission Statement

At Sam Houston, we are committed to **empowering** every student with skills and principles necessary for **personal leadership** and **excellence**. Through fostering a culture of **collaboration**, **responsibility** and **goal-setting**, we aim to develop confident, compassionate leaders who positively impact their community. Our mission is to **nurture** a learning environment where students **embrace** their unique talents, become **proactive problem solvers**, and **contribute** to a world of endless possibilities.

Vision

At Sam Houston Elementary, we envision a community where every student discovers their strengths, leads with confidence and compassion, and achieves excellence—prepared to build a brighter future for themselves and others.

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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 2027, the percentage of students performing at the Meets Grade Level standard or above on grades 3-5 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%, 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:

IReady Reports
Checkpoints
ST math for HB3 1416 students
STAAR Interim data
2027 STAAR

1287

Strategy 1 Details	Reviews			
Strategy 1: Sam Houston teachers will participate in weekly data-driven PLCs to internalize standards-aligned math lessons, analyze assessment data and student work, identify misconceptions, and plan timely reteach, flexible small-group instruction, intervention, and enrichment. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Math Staff Responsible for Monitoring: Principal Assistant Principal Multi-Classroom Leaders (MCLs) Master Team Reach Teachers (MTRTs) Instructional specialist 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: Opportunity Culture positions - Title One School-wide - \$75,000	Formative			Summative
	Oct	Jan	Mar	May
				1288

Strategy 2 Details	Reviews			
Strategy 2: K-5 teachers will provide targeted mathematics intervention during the designated MTSS/intervention block for Hispanic and White subpopulations based on i-Ready, Checkpoint, Interim, and formative assessment data. Students will receive differentiated small-group instruction and district-approved research-based interventions aligned to the ECISD Math Framework. Strategy's Expected Result/Impact: Students identified as At-Risk and below grade level will demonstrate accelerated growth and increased mastery of prerequisite and grade-level TEKS, reducing achievement gaps. Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Instructional Specialist Special Education Teacher 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 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: After School extra duty pay for staff - Title One School-wide - \$7,000	Formative			Summative
	Oct	Jan	Mar	May
				1289

Strategy 3 Details		Reviews			
Strategy 3: Sam Houston teachers will implement high-impact math practices, including checks for understanding, methods of participation, academic discourse, visual models, manipulatives, problem-solving routines, AVID WICOR strategies, and blended-learning opportunities to provide differentiated instruction for all students. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Math Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Instructional Specialist Special Education Teacher 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
					1290
Strategy 4 Details		Reviews			
Strategy 4: Students will track their performance and growth on checkpoints, Iready assessments, and interim assessments throughout the year. They will set individual goals for middle and end of year assessments. This will be in their student Leadership Portfolios data tabs. Strategy's Expected Result/Impact: Increased student ownership of learning and improved math achievement through consistent progress monitoring, goal setting, awareness of strengths and weaknesses, and timely instructional adjustments based on student data. Staff Responsible for Monitoring: Administrators Teachers 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 - Curriculum, Instruction, and Assessment 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: Student School Climate decreased to 53%, Sense of Belonging decreased to 56%, and the overall Connectedness Indicator was 63%, below district results. **Root Cause:** Leader in Me, the House System, student voice, leadership roles, and relationship-building structures are in place but are not implemented with the same depth and consistency across grade levels and classrooms.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student performance and growth vary substantially by content, grade, student group, and classroom despite established instructional resources and support structures. **Root Cause:** Planning, checks for understanding, responsive reteach, small-group instruction, language supports, and progress monitoring are not implemented with consistent fidelity and follow-through.

1291

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 2027, the percentage of students performing at the Meets Grade Level standard or above on grades 3-5 Reading STAAR will increase from 44% 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: IReady Reports

Checkpoints

STAAR Interim data

Read 180 HB3 1416 students

2027 STAAR

1292

Strategy 1 Details	Reviews			
Strategy 1: Sam Houston teachers will participate in weekly data-driven PLCs to internalize standards-aligned reading lessons, analyze assessment data and student work, identify misconceptions, and plan timely reteach, flexible small-group instruction, intervention, and enrichment. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Reading. Staff Responsible for Monitoring: Principal Assistant Principal Multi-Classroom Leaders (MCLs) Master Team Reach Teachers (MTRTs) Instructional Specialist 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 Achievement 3 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				1293

Strategy 2 Details	Reviews			
Strategy 2: Sam Houston teachers will provide targeted small-group reading instruction and consistently implement academic vocabulary, structured student discourse, written response, annotation, note-taking, language supports, and AVID WICOR strategies to improve comprehension and grade-level reading performance. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Reading. Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Instructional Specialist Special Education Teacher Classroom Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: Title One aide - Title One School-wide - \$33,000	Formative			Summative
	Oct	Jan	Mar	May
				1294

Strategy 3 Details	Reviews			
Strategy 3: K-5 teachers will provide targeted reading intervention during the designated MTSS/intervention block for Hispanic and White subpopulations based on i-Ready, Checkpoint, Interim, and formative assessment data. Students will receive differentiated small-group instruction and district-approved research-based interventions aligned to the ECISD reading Framework. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Reading. Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Instructional Specialist Special Education Teacher 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 Problem Statements: Student Achievement 2	Formative			Summative
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				1295

Strategy 4 Details		Reviews			
Strategy 4: Students will track their performance and growth on checkpoints, Iready assessments, and interim assessments throughout the year. They will set individual goals for middle and end of year assessments. This will be in their student Leadership Portfolios data tabs. Strategy's Expected Result/Impact: Increased student ownership of learning and improved reading achievement through consistent progress monitoring, goal setting, awareness of strengths and weaknesses, and timely instructional adjustments based on student data. Staff Responsible for Monitoring: Administrators 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 Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: Binders for portfolios for new students - Local - \$400		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue 1296					

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: RLA growth declined to 62%, and early literacy growth was inconsistent, with only 33% of first graders and 40% of second graders meeting i-Ready Typical Growth. Root Cause: Foundational-skill diagnostics, responsive small groups, checks for understanding, and timely reteach are not implemented consistently enough to respond to individual reading needs.
Problem Statement 3: Students receiving special education services achieved 44% Approaches, 16% Meets, and 3% Masters across tested areas. Root Cause: Specially designed instruction, grade-level scaffolds, progress monitoring, and collaboration between general and special educators vary in frequency and quality.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance and growth vary substantially by content, grade, student group, and classroom despite established instructional resources and support structures. Root Cause: Planning, checks for understanding, responsive reteach, small-group instruction, language supports, and progress monitoring are not implemented with consistent fidelity and follow-through.

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 2027, the percentage of fifth-grade students performing at the Meets Grade Level standard or above on Science STAAR will increase from 10% to 20%.

Evaluation Data Sources: Checkpoint Data
TEKS Ready assessment data
PENDA reports

Strategy 1 Details	Reviews			
Strategy 1: Sam Houston teachers will participate in weekly data-driven PLCs to internalize standards-aligned science lessons, analyze assessment data and student work, identify misconceptions, and plan timely reteach, flexible small-group instruction, intervention, and enrichment. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Improved student performance on Checkpoints and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Science Increased teacher instructional capacity through coaching, collaborative planning, and continuous feedback. Staff Responsible for Monitoring: Principal Assistant Principal Multi-Classroom Leaders (MCLs) Master Team Reach Teachers (MTRTs) 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 1	Formative			Summative
	Oct	Jan	Mar	May
				1297

Strategy 2 Details		Reviews			
Strategy 2: Teachers in grades 3-5 will use Lone Star Science structures, common assessments, and student-work analysis to spiral priority standards, address misconceptions, and provide intervention and enrichment. Strategy's Expected Result/Impact: Students will retain critical content and demonstrate improved performance on checkpoints and STAAR. Staff Responsible for Monitoring: Administrators Instructional Specialist MCLs MTRT 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 Problem Statements: Student Achievement 1 Funding Sources: Lonestar Science Structures - Title One School-wide - \$4,000		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: Students will track their performance and growth on science checkpoints, TEKS Ready assessments, and classroom formative assessments in their leadership portfolios and will set individual goals for improvement in priority science standards.. This will be in their student Leadership Portfolios data tabs. Strategy's Expected Result/Impact: Increased student ownership of learning and improved reading achievement through consistent progress monitoring, goal setting, awareness of strengths and weaknesses, and timely instructional adjustments based on student data. Staff Responsible for Monitoring: Administrators Teachers Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture 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: Fifth-grade Science STAAR performance was 46% Approaches, 10% Meets, and 4% Masters, remaining well below state and district expectations. **Root Cause:** Science instruction, daily review, hands-on application, and standards-based progress monitoring have not been implemented with sufficient consistency and depth across grades 2-5.

1299

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 2027, the percentage of students in kindergarten through third grade meeting or exceeding their annual i-Ready Reading Typical Growth goal will increase from approximately 49% to 60%.

HB3 Board Goal

Indicators of Success:

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

Iready RLA Inform data
weekly usage reports
lessons passed reports

Strategy 1 Details	Reviews			
Strategy 1: Sam Houston kindergarten through third-grade teachers will use i-Ready diagnostic data, foundational literacy assessments, running records, and classroom evidence to provide explicit, systematic foundational literacy instruction and targeted small-group reading intervention based on individual student needs. Strategy's Expected Result/Impact: Students will demonstrate increased mastery of phonological awareness, phonics, decoding, fluency, vocabulary, and comprehension skills, resulting in at least 60% of K-3 students meeting or exceeding their annual i-Ready Typical Growth goal. Staff Responsible for Monitoring: Administrators Instructional Specialist K-3 teachers and MCL Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				1300

Strategy 2 Details		Reviews			
Strategy 2: Sam Houston teachers will participate in weekly data-driven PLCs to internalize standards-aligned reading lessons, analyze assessment data and student work, identify misconceptions, and plan timely reteach, flexible small-group instruction, intervention, and enrichment. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Reading. Staff Responsible for Monitoring: Administrators MCL Instructional Specialist Title I: 2.51, 2.52, 2.53 - 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 Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
					1301
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: RLA growth declined to 62%, and early literacy growth was inconsistent, with only 33% of first graders and 40% of second graders meeting i-Ready Typical Growth. Root Cause: Foundational-skill diagnostics, responsive small groups, checks for understanding, and timely reteach are not implemented consistently enough to respond to individual reading needs.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance and growth vary substantially by content, grade, student group, and classroom despite established instructional resources and support structures. Root Cause: Planning, checks for understanding, responsive reteach, small-group instruction, language supports, and progress monitoring are not implemented with consistent fidelity and follow-through.

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 2027, the percentage of 3rd grade students performing at the Meets Grade Level standard or above on STAAR Reading will increase from 32% to 37%, supporting the district goal of increasing Meets performance across all tested content areas from 35% to 48% by May 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%, 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 RLA

RLA Checkpoint data

Strategy 1 Details	Reviews			
Strategy 1: Sam Houston third-grade teachers will participate in weekly data-driven PLCs to internalize standards-aligned reading lessons, develop Know/Show charts, analyze assessment results and student work, identify misconceptions, and plan timely reteach, intervention, and enrichment. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Reading. Staff Responsible for Monitoring: Administrators MCL, MTRT, TRT Classroom teachers Instructional Specialist Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				1302

Strategy 2 Details		Reviews			
Strategy 2: Sam Houston third-grade teachers will consistently implement explicit comprehension instruction, academic vocabulary, structured student discourse, text annotation, written response, AVID WICOR strategies, and language supports to improve students' ability to read, discuss, and respond to grade-level texts. Strategy's Expected Result/Impact: Students will demonstrate stronger comprehension, academic language, written responses, and independence when engaging with complex grade-level texts, resulting in improved performance on checkpoints and STAAR Reading. Staff Responsible for Monitoring: Adminstrators MCL MTRT Teachers Instructional Specialist 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 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					1303

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: RLA growth declined to 62%, and early literacy growth was inconsistent, with only 33% of first graders and 40% of second graders meeting i-Ready Typical Growth. Root Cause: Foundational-skill diagnostics, responsive small groups, checks for understanding, and timely reteach are not implemented consistently enough to respond to individual reading needs.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance and growth vary substantially by content, grade, student group, and classroom despite established instructional resources and support structures. Root Cause: Planning, checks for understanding, responsive reteach, small-group instruction, language supports, and progress monitoring are not implemented with consistent fidelity and follow-through.

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: 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: Sam Houston teachers in grades 3-5 will consistently implement campus-selected AVID WICOR strategies, including focused note-taking, organization tools, academic discourse, collaboration, inquiry, and written reflection across content areas. Strategy's Expected Result/Impact: Increased student independence and leadership Increased student performance connected to stronger instructional strategies Staff Responsible for Monitoring: Administrators AVID coordinator Counselor Teachers in 3-5 Title I: 2.51 - 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, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				1304

Strategy 2 Details		Reviews			
Strategy 2: The Sam Houston AVID Site Team will monitor implementation through classroom walkthroughs, student binders and planners, journals, student work, and AVID Coaching and Certification Instrument evidence and will provide teachers with feedback and follow-up support. Strategy's Expected Result/Impact: Increased student independence and leadership Increased student performance connected to stronger instructional strategies Staff Responsible for Monitoring: Administrators AVID coordinator Counselor Teachers in 3-5 Title I: 2.51 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue 1305					

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance and growth vary substantially by content, grade, student group, and classroom despite established instructional resources and support structures. Root Cause: Planning, checks for understanding, responsive reteach, small-group instruction, language supports, and progress monitoring are not implemented with consistent fidelity and follow-through.

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 May 2027, Sam Houston's Student Connectedness Indicator will increase from 63% to 68% as measured by the Student Connectedness Survey.

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: Sam Houston staff will consistently implement Leader in Me practices, including class mission statements, student leadership roles, goal-setting, leadership portfolios, student-led conferences, and direct instruction in the 7 Habits to strengthen student agency and connection to school. Strategy's Expected Result/Impact: Students will have increased opportunities to lead, set goals, monitor their progress, and contribute to their classrooms, resulting in an increase in the Student Connectedness Indicator from 63% to 68%. Staff Responsible for Monitoring: Administrators Lighthouse Team Teachers Title I: 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 Funding Sources: Leader In Me training/consulting & membership - Local - \$7,252	Formative			Summative
	Oct	Jan	Mar	May
				1306

Strategy 2 Details	Reviews			
Strategy 2: Sam Houston will strengthen implementation of the Ron Clark Academy House System by providing consistent house meetings, cross-grade activities, student celebrations, service opportunities, leadership roles, and community-building experiences throughout the school year. Strategy's Expected Result/Impact: Students will develop stronger relationships with peers and adults outside their assigned classrooms, increasing school pride, engagement, and connectedness. Staff Responsible for Monitoring: Administrators Teacher and staff Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Culture and Climate 1 Funding Sources: Ron Clark Academy professional development - Title One School-wide - \$7,000	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

1307

Demographics
Problem Statement 1: Student attendance is still below the state average. Root Cause: The campus needs a more consistent tiered process for identifying attendance patterns early, addressing individual barriers, and providing timely interventions for students approaching chronic absenteeism. Parents do not prioritize school attendance over other items and keep students home. There are external barriers for students such as transportation and homelessness or other family concerns.
School Culture and Climate
Problem Statement 1: Student School Climate decreased to 53%, Sense of Belonging decreased to 56%, and the overall Connectedness Indicator was 63%, below district results. Root Cause: Leader in Me, the House System, student voice, leadership roles, and relationship-building structures are in place but are not implemented with the same depth and consistency across grade levels and classrooms.

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 2027, Sam Houston's student daily attendance rate will increase from 94.6% to at least 95%.

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

Evaluation Data Sources: Weekly Attendance dashboards
Monthly attendance reviews

Strategy 1 Details	Reviews			
Strategy 1: Implement a campus-wide attendance recognition program that celebrates individual students, classrooms, and grade levels for excellent and improved attendance through monthly celebrations, certificates, incentives, classroom competitions, and school-wide recognition to encourage consistent attendance and reinforce the importance of being present for learning. Strategy's Expected Result/Impact: Increased motivation for school attendance and increased parent engagement in attendance needs. Staff Responsible for Monitoring: Administrators Counselor Clerk Teachers Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: rewards/incentives - Local - \$1,000	Formative			Summative
	Oct	Jan	Mar	May
				1308

Strategy 2 Details		Reviews			
Strategy 2: Sam Houston will implement a tiered attendance-monitoring system to identify attendance concerns early, communicate with families, determine barriers, and provide individualized interventions for students who demonstrate patterns of excessive absences or tardiness. Strategy's Expected Result/Impact: Earlier identification and intervention will reduce absenteeism and increase the campus daily attendance rate from 94.6% to at least 95%. Staff Responsible for Monitoring: Administrators Counselor Clerk Teachers 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

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

1309

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Student attendance is still below the state average. Root Cause: The campus needs a more consistent tiered process for identifying attendance patterns early, addressing individual barriers, and providing timely interventions for students approaching chronic absenteeism. Parents do not prioritize school attendance over other items and keep students home. There are external barriers for students such as transportation and homelessness or other family concerns.

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 2027, the percentage of students responding favorably in the School Climate category will increase from 53% to 60% as measured by the Student Connectedness Survey.

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 Student Connectedness Survey

Strategy 1 Details	Reviews			
Strategy 1: Sam Houston teachers and staff will implement consistent relationship-building practices, classroom community routines, student voice opportunities, restorative conversations, and positive behavior supports to create safe and welcoming learning environments. Strategy's Expected Result/Impact: Students will report stronger relationships with adults and peers, improved classroom experiences, and more favorable perceptions of school climate. Staff Responsible for Monitoring: Administrators Counselors Leader in Me Lighthouse Team House leaders Classroom teachers Support staff Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
				1310

Strategy 2 Details		Reviews			
Strategy 2: Sam Houston will provide students with structured opportunities to contribute to campus decisions and activities through student leadership teams, classroom leadership roles, house leadership, student surveys, and service-learning projects. Strategy's Expected Result/Impact: Students will feel that their ideas and contributions are valued, increasing ownership, belonging, and favorable School Climate results from 53% to 60%. Staff Responsible for Monitoring: Administrators Counselors Leader in Me Lighthouse Team House leaders Classroom teachers Support staff Title I: 2.53 - 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 1311					

Performance Objective 4 Problem Statements:

School Culture and Climate
Problem Statement 1: Student School Climate decreased to 53%, Sense of Belonging decreased to 56%, and the overall Connectedness Indicator was 63%, below district results. Root Cause: Leader in Me, the House System, student voice, leadership roles, and relationship-building structures are in place but are not implemented with the same depth and consistency across grade levels and classrooms.

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 5: By May 2027, Sam Houston will maintain a 0% rate of exclusionary disciplinary actions while continuing to provide students with safe, supportive, and equitable access to instruction.

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 referral reports

In-school and out-of-school suspension reports

Alternative placement reports

Exclusionary-action reports

Behavior intervention records

Strategy 1 Details	Reviews			
Strategy 1: Sam Houston staff will implement proactive classroom-management practices, clearly taught behavior expectations, positive behavior supports, restorative conversations, and Leader in Me habits to prevent behavior concerns and maintain students' access to instruction. Strategy's Expected Result/Impact: Students will receive consistent expectations and proactive support, allowing the campus to maintain zero exclusionary disciplinary actions. Staff Responsible for Monitoring: Administrators Counselors Teachers Special education staff Behavior-support staff Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
				1312

Strategy 2 Details		Reviews			
Strategy 2: Sam Houston will use a tiered behavior-support process to identify students needing additional assistance and provide individualized interventions, counseling, mentoring, family collaboration, and progress monitoring before behavior concerns escalate, following the MTSS process. Strategy's Expected Result/Impact: Students with recurring behavioral or social-emotional needs will receive timely support, reducing repeated referrals and preventing exclusionary consequences. Staff Responsible for Monitoring: Administrators Counselors Teachers Special education staff Behavior-support staff Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1		Formative			Summative
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Performance Objective 5 Problem Statements:

School Culture and Climate
Problem Statement 1: Student School Climate decreased to 53%, Sense of Belonging decreased to 56%, and the overall Connectedness Indicator was 63%, below district results. Root Cause: Leader in Me, the House System, student voice, leadership roles, and relationship-building structures are in place but are not implemented with the same depth and consistency across grade levels and classrooms.

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, 100% of classroom teachers will complete campus or district blended-learning professional development, and at least 85% will demonstrate consistent implementation of blended-learning strategies during classroom walkthroughs.

Evaluation Data Sources: Professional-development attendance records
Classroom walkthroughs
Lesson plans

Strategy 1 Details	Reviews			
Strategy 1: Sam Houston teachers will attend professional learning, receive modeling, collaborative planning, and coaching on the effective use of station rotation, playlists, choice boards, small-group instruction, and digital learning resources to differentiate instruction. Strategy's Expected Result/Impact: Teachers will increase their ability to plan and implement differentiated learning experiences that respond to student readiness, interests, learning needs, and assessment data. Staff Responsible for Monitoring: Administrators Blended learning district specialist Title I: 2.51, 2.52 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 - Technology 1	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details		Reviews			
Strategy 2: Sam Houston teachers will use i-Ready, district digital resources, and classroom assessment data to create purposeful blended-learning experiences that provide intervention, grade-level practice, enrichment, student choice, and opportunities for teacher-led small-group instruction. Strategy's Expected Result/Impact: At least 85% of classroom walkthroughs will demonstrate purposeful use of blended learning to increase differentiation, student ownership, and progress toward grade-level mastery. Staff Responsible for Monitoring: Administrators Instructional Specialist MCLs Blended learning district specialist Title I: 2.53 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1		Formative			Summative
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

1315

Student Achievement
Problem Statement 3: Students receiving special education services achieved 44% Approaches, 16% Meets, and 3% Masters across tested areas. Root Cause: Specially designed instruction, grade-level scaffolds, progress monitoring, and collaboration between general and special educators vary in frequency and quality.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance and growth vary substantially by content, grade, student group, and classroom despite established instructional resources and support structures. Root Cause: Planning, checks for understanding, responsive reteach, small-group instruction, language supports, and progress monitoring are not implemented with consistent fidelity and follow-through.
Technology
Problem Statement 1: Technology-supported differentiation and blended-learning practices are not implemented consistently across classrooms, particularly in the use of digital assessment data to plan responsive small-group instruction, intervention, and enrichment. Root Cause: Teachers have varying levels of training, modeling, planning support, and feedback on high-quality blended-learning design and the instructional use of digital data.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, at least 85% of classroom walkthroughs and T-TESS observations will demonstrate consistent implementation of campus-selected high-impact instructional practices, including checks for understanding, methods of participation, student discourse, questioning, writing, and responsive instructional adjustments.

Evaluation Data Sources: Classroom walkthrough data
T-TESS observations
Coaching and feedback records
Lesson plans
PLC artifacts

Strategy 1 Details	Reviews			
Strategy 1: Sam Houston teachers will be trained and consistently implement checks for understanding and methods of participation to gather evidence from all students, increase engagement, identify misconceptions, and make timely instructional adjustments. Strategy's Expected Result/Impact: Increased student engagement Effective levels of rigor during instruction Higher student outcomes Staff Responsible for Monitoring: Administrators Instructional Specialist MCLs MTRT Title I: 2.51, 2.52 - 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: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Sam Houston teachers will provide daily opportunities for students to engage in rigorous questioning, academic discourse, collaborative learning, written response, and AVID WICOR strategies across all content areas. Strategy's Expected Result/Impact: Increased student engagement Effective levels of rigor during instruction Higher student outcomes Staff Responsible for Monitoring: Administrators Instructional Specialist MCLs MTRT Title I: 2.52 - 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
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 No Progress  Accomplished  Continue/Modify  Discontinue					
1317					

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Staff retention decreased from 78.1% to 71.9%, while 38% of teacher FTEs are beginning teachers or have one to five years of experience. Root Cause: Newer teachers require more consistent modeling, coaching, feedback, and manageable alignment among campus and district initiatives to build efficacy and remain on campus.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance and growth vary substantially by content, grade, student group, and classroom despite established instructional resources and support structures. Root Cause: Planning, checks for understanding, responsive reteach, small-group instruction, language supports, and progress monitoring are not implemented with consistent fidelity and follow-through.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, 100% of general education, bilingual, and special education teachers will participate in professional learning and collaborative planning focused on language supports, specially designed instruction, grade-level scaffolds, accommodations, and progress monitoring, with at least 85% demonstrating consistent implementation during walkthroughs and student-work reviews.

Evaluation Data Sources: Professional-development attendance
PLC and collaborative-planning records
Classroom walkthroughs
IEP progress reports
Language-proficiency data
i-Ready, MAP, checkpoint, and STAAR data
Accommodation and intervention documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Sam Houston teachers of Emergent Bilingual students will be trained in best practices for language supports and specially designed instruction to better meet the needs of these students. Strategy's Expected Result/Impact: Increased teacher efficiency with EB instruction Increased student performance on TELPAS Staff Responsible for Monitoring: Administrators EB teachers 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 4: High-Quality Instructional Materials and Assessments Problem Statements: Curriculum, Instruction, and Assessment 1				1318

Strategy 2 Details		Reviews			
Strategy 2: Sam Houston general education, bilingual, special education, dyslexia, and intervention staff will collaborate during PLCs and student-support meetings to plan grade-level instruction, language supports, specially designed instruction, accommodations, and targeted interventions based on individual student needs. Strategy's Expected Result/Impact: Emergent bilingual students and students receiving special education services will have more consistent access to rigorous grade-level instruction and appropriate instructional support. Staff Responsible for Monitoring: Administrators EB teachers Title I: 2.51 - 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
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Performance Objective 3 Problem Statements:

1319

Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance and growth vary substantially by content, grade, student group, and classroom despite established instructional resources and support structures. Root Cause: Planning, checks for understanding, responsive reteach, small-group instruction, language supports, and progress monitoring are not implemented with consistent fidelity and follow-through.

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, 90% of Sam Houston staff will participate in required Leader in Me professional learning, selected staff will participate in Ron Clark Academy training, and at least 85% of campus walkthroughs and implementation reviews will demonstrate consistent use of campus leadership and culture practices.

Evaluation Data Sources: Professional-development attendance records
House System implementation evidence
Classroom and campus walkthroughs
Leadership portfolios and student artifacts
Student and staff climate surveys
Student Connectedness Survey

Strategy 1 Details	Reviews			
Strategy 1: Sam Houston staff will participate in ongoing Leader in Me professional learning focused on the 7 Habits, student leadership roles, class mission statements, goal-setting, leadership portfolios, and student-led conferences. Strategy's Expected Result/Impact: Staff members will consistently incorporate leadership principles and student-agency practices into classroom and campus routines, strengthening student and staff ownership of the campus mission. Staff Responsible for Monitoring: Administrators Lighthouse Team Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Sam Houston will send selected staff members to Ron Clark Academy training and will establish a structured campus turnaround process through which participants model, share, and support implementation of high-engagement practices, the House System, student celebrations, and relationship-building routines. Strategy's Expected Result/Impact: RCA-trained staff members will build campus capacity by sharing practical strategies that strengthen engagement, relationships, school pride, and a positive culture across the campus. Staff Responsible for Monitoring: Administrators House site team Title I: 2.52 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

School Culture and Climate		1321
Problem Statement 1: Student School Climate decreased to 53%, Sense of Belonging decreased to 56%, and the overall Connectedness Indicator was 63%, below district results. Root Cause: Leader in Me, the House System, student voice, leadership roles, and relationship-building structures are in place but are not implemented with the same depth and consistency across grade levels and classrooms.		
Staff Quality, Recruitment, and Retention		
Problem Statement 1: Staff retention decreased from 78.1% to 71.9%, while 38% of teacher FTEs are beginning teachers or have one to five years of experience. Root Cause: Newer teachers require more consistent modeling, coaching, feedback, and manageable alignment among campus and district initiatives to build efficacy and remain on campus.		

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, family participation in campus academic and student-led learning events will increase by at least 10% from the fall 2026 baseline, and 100% of designated family-learning events will provide accessible communication and resources for English- and Spanish-speaking families.

Evaluation Data Sources: Event sign-in sheets
Family participation records
Parent surveys

Strategy 1 Details	Reviews			
Strategy 1: Sam Houston will provide accessible academic family-engagement opportunities, including student-led conferences, literacy and math events offered with English and Spanish communication and resources. Strategy's Expected Result/Impact: Families will develop a stronger understanding of grade-level expectations, student progress, and practical ways to support learning at home, resulting in increased participation in academic events. Staff Responsible for Monitoring: Administrators Teachers Title I: 2.51, 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
				1322

Strategy 2 Details		Reviews			
Strategy 2: Sam Houston will consistently inform parents of campus initiatives including Leader In Me, the House System and academic goals through varying communication methods in order for them to better support their students in the learning experience. Strategy's Expected Result/Impact: Parents will have more opportunities to understand campus initiatives and ways to support their student in the learning environment, increasing student achievement. Staff Responsible for Monitoring: Administrators House Committee Lighthouse Team Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

1323

Demographics
Problem Statement 1: Student attendance is still below the state average. Root Cause: The campus needs a more consistent tiered process for identifying attendance patterns early, addressing individual barriers, and providing timely interventions for students approaching chronic absenteeism. Parents do not prioritize school attendance over other items and keep students home. There are external barriers for students such as transportation and homelessness or other family concerns.
School Culture and Climate
Problem Statement 1: Student School Climate decreased to 53%, Sense of Belonging decreased to 56%, and the overall Connectedness Indicator was 63%, below district results. Root Cause: Leader in Me, the House System, student voice, leadership roles, and relationship-building structures are in place but are not implemented with the same depth and consistency across grade levels and classrooms.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance and growth vary substantially by content, grade, student group, and classroom despite established instructional resources and support structures. Root Cause: Planning, checks for understanding, responsive reteach, small-group instruction, language supports, and progress monitoring are not implemented with consistent fidelity and follow-through.

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2027, favorable staff responses in the Belonging category will increase from 83% to at least 88%, with increased staff participation in the School-Based Climate Survey.

Evaluation Data Sources: Fall and spring School-Based Climate Survey
MRA survey

Strategy 1 Details	Reviews			
Strategy 1: Sam Houston will strengthen staff belonging through collaborative decision-making, team-building opportunities, staff recognition, shared leadership roles, House System participation, and celebrations of professional and personal accomplishments. Strategy's Expected Result/Impact: Staff members will develop stronger relationships, ownership, and connection to the campus community, increasing favorable Belonging responses from 83% to at least 88%. Staff Responsible for Monitoring: Administrators Campus Improvement Team Leader in Me Lighthouse Team Title I: 2.52 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
Strategy 2: Sam Houston administrators will establish regular structures for staff voice and feedback through campus committees, listening sessions, team meetings, and follow-up communication regarding decisions and identified concerns. Strategy's Expected Result/Impact: Staff members will have meaningful opportunities to influence campus decisions and will receive communication regarding how their feedback informed campus actions. Staff Responsible for Monitoring: Administrators Title I: 2.52 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
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No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: Staff retention decreased from 78.1% to 71.9%, while 38% of teacher FTEs are beginning teachers or have one to five years of experience. **Root Cause:** Newer teachers require more consistent modeling, coaching, feedback, and manageable alignment among campus and district initiatives to build efficacy and remain on campus.

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Ector County Independent School District

San Jacinto Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



1326

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.

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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 2027, the percent of students performing at the MEETS level on 3rd-5th grade Reading STAAR will increase from 50% 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%, 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: iReady reports, checkpoint data, STAAR results

Strategy 1 Details	Reviews 1329			
Strategy 1: 3-5 instructional staff will sustain the implementation of HMH Resources and 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 student growth and achievement tracked through checkpoint data, iReady data, and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, Instructional coach and campus 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 Problem Statements: Student Achievement 1, 2, 3 Funding Sources: MCLs - Title One School-wide - \$63,000, Instructional Coach - Title One School-wide - \$68,000	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 student growth and achievement tracked through checkpoint data, iReady data and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, Instructional Coach and Campus administrators 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 Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: K-5 instructional staff will implement Blended Learning strategies into small group lessons. Strategy's Expected Result/Impact: Increase student growth and achievement with personalized learning pathways Staff Responsible for Monitoring: Lead teachers, MCLs, Instructional Coach and Campus Administrators Title I: 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 4th Grade Math decreased at the Meets level from 60% (2024) to 36% (2026) indicating that students not meeting the standard indicator increased. Root Cause: 1) Academic learning gaps were not identified early 2) Targeted intervention was not successful 3) Adjustments were not made through out the year to catch struggling learners early

Student Achievement
Problem Statement 2: 4th Grade Reading showed a steady downward trend for the 3 year comparison dropping from 61% (2024) to 48% (2026). Root Cause: 1) inconsistent Tier 1 instruction and higher order thinking comprehension strategies 2) Academic learning gaps that were not identified or targeted with intervention strategies 3) Data driven interventions may not have been adjusted through the year Problem Statement 3: 3rd grade 2024-2025 students performed well in Math with 75% Approaches/44% Meets however the same students in 4th grade 2025-2026 dropped to 52% Approaches/36% Meets. Reading 3rd grade student scores in 2024-2025 (84% Approaches/58% Meets) declined in a similar trend in 4th grade 2025-2026 (66% Approaches/48% Meets). Root Cause: 1) Instructional vertical alignment between 3rd and 4th grade teams 2) 4th grade building upon or sustaining student performance in Math and Reading 3) Data driven conversations between 3rd and 4th grade to identify learning gaps and student needs
Curriculum, Instruction, and Assessment
Problem Statement 1: For the 2026-2027 school year, PLC and team level planning will be implemented with fidelity and structure. Root Cause: 1) Time is built in to the Master schedule for scheduled meetings 2) Agendas and structures for these meetings will be designed 3) Instructional Coach and MCLS will lead the meetings

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 2027, the percent of students performing at the MEETS level on 3rd-5th grade Math STAAR will increase from 45% to 50%.

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%, 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: Checkpoint data, iReady data and STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: K-5 instructional staff will sustain the implementation of enVision and 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 student growth and achievement tracked through checkpoint data, iReady data and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, Instructional Coach, and Campus 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 Problem Statements: Student Achievement 1, 3				1332

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 student growth and achievement tracked through checkpoint data, iReady data and STAAR Staff Responsible for Monitoring: Lead teachers, MCLs, Instructional Coach and Campus Administrator 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 Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: K-5 instructional staff will implement Blended Learning strategies into small group lessons. Strategy's Expected Result/Impact: Increase in student growth and achievement with personalized learning pathways Staff Responsible for Monitoring: Teachers, MCLs, Instructional Coach and Campus Administrators Title I: 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: 4th Grade Math decreased at the Meets level from 60% (2024) to 36% (2026) indicating that students not meeting the standard indicator increased. Root Cause: 1) Academic learning gaps were not identified early 2) Targeted intervention was not successful 3) Adjustments were not made through out the year to catch struggling learners early

Student Achievement
Problem Statement 3: 3rd grade 2024-2025 students performed well in Math with 75% Approaches/44% Meets however the same students in 4th grade 2025-2026 dropped to 52% Approaches/36% Meets. Reading 3rd grade student scores in 2024-2025 (84% Approaches/58% Meets) declined in a similar trend in 4th grade 2025-2026 (66% Approaches/48% Meets). Root Cause: 1) Instructional vertical alignment between 3rd and 4th grade teams 2) 4th grade building upon or sustaining student performance in Math and Reading 3) Data driven conversations between 3rd and 4th grade to identify learning gaps and student needs
Curriculum, Instruction, and Assessment
Problem Statement 1: For the 2026-2027 school year, PLC and team level planning will be implemented with fidelity and structure. Root Cause: 1) Time is built in to the Master schedule for scheduled meetings 2) Agendas and structures for these meetings will be designed 3) Instructional Coach and MCLS will lead the meetings

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 2027, the percent of students performing at the MEETS level on 5th grade Science STAAR will increase from 27% to 32%.

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: Checkpoint data, iReady data and STAAR

Strategy 1 Details	Reviews			
Strategy 1: 5th grade science teachers and additional instructional staff will sustain the implementation of McGraw Hill and Vernier (Penda) 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 student growth and achievement tracked through checkpoint data and STAAR Staff Responsible for Monitoring: Teachers,MCLs, Instructional Coach, and Campus 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 Problem Statements: Curriculum, Instruction, and Assessment 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
				1335

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 student growth and achievement tracked through checkpoint data, iReady, and STAAR Staff Responsible for Monitoring: Teachers, MCLs, Instructional Coach, and Campus Administrator Title I: 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1 - School Organization 1	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 checkpoint data, iReady, and STAAR Staff Responsible for Monitoring: Teachers, MCLs, Instructional Coach, and Campus Administrator TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2, 3 - Curriculum, Instruction, and Assessment 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
				1336
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: 4th Grade Reading showed a steady downward trend for the 3 year comparison dropping from 61% (2024) to 48% (2026). Root Cause: 1) inconsistent Tier 1 instruction and higher order thinking comprehension strategies 2) Academic learning gaps that were not identified or targeted with intervention strategies 3) Data driven interventions may not have been adjusted through the year

Student Achievement
Problem Statement 3: 3rd grade 2024-2025 students performed well in Math with 75% Approaches/44% Meets however the same students in 4th grade 2025-2026 dropped to 52% Approaches/36% Meets. Reading 3rd grade student scores in 2024-2025 (84% Approaches/58% Meets) declined in a similar trend in 4th grade 2025-2026 (66% Approaches/48% Meets). Root Cause: 1) Instructional vertical alignment between 3rd and 4th grade teams 2) 4th grade building upon or sustaining student performance in Math and Reading 3) Data driven conversations between 3rd and 4th grade to identify learning gaps and student needs
Curriculum, Instruction, and Assessment
Problem Statement 1: For the 2026-2027 school year, PLC and team level planning will be implemented with fidelity and structure. Root Cause: 1) Time is built in to the Master schedule for scheduled meetings 2) Agendas and structures for these meetings will be designed 3) Instructional Coach and MCLS will lead the meetings
School Organization
Problem Statement 1: PLCs and team level being led with fidelity and structure. Root Cause: 1) MCLs will be trained on how to run PLCs 2) Instructional Coach will provide support for PLCs and Team level meetings 3) Follow District expectations for PLCs and data driven 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 4: Increase the percentage of 3-5 Emergent Bilingual students to progress 1 or more proficiency levels in Speaking on TELPAS from 14% Advanced to 20% Advanced.

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: TELPAS data, Summit K12 data

Strategy 1 Details	Reviews			
Strategy 1: Implementing the new ELPS K-5 that include Content Based Language Instruction (CBLI) methodology. Strategy's Expected Result/Impact: Student academic growth will increase Staff Responsible for Monitoring: Bilingual Teachers, Instructional Coach, and Administrators 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: Demographics 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				1338
Strategy 2 Details	Reviews			
Strategy 2: Accelerate English language development for Emergent Bilingual students through Summit K-12 and Benchmark Express. Strategy's Expected Result/Impact: Student academic growth increases and English language proficiency increases Staff Responsible for Monitoring: Bilingual teachers, Instructional Coach and Administrator 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 3	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:**Demographics**

Problem Statement 1: The Emergent Bilingual student population at San Jacinto has increased significantly over the past three years from 6.93% (23/34) to 26.6% (25/26). This has changed the total population of the campus to over 600 students. **Root Cause:** 1) Students in the Bilingual program returned to campus in 24/25 causing the increase. 2) changes to lesson delivery to accommodate new learners 3) more classes need to accommodate the additional students

Student Achievement

Problem Statement 3: 3rd grade 2024-2025 students performed well in Math with 75% Approaches/44% Meets however the same students in 4th grade 2025-2026 dropped to 52% Approaches/36% Meets. Reading 3rd grade student scores in 2024-2025 (84% Approaches/58% Meets) declined in a similar trend in 4th grade 2025-2026 (66% Approaches/48% Meets). **Root Cause:** 1) Instructional vertical alignment between 3rd and 4th grade teams 2) 4th grade building upon or sustaining student performance in Math and Reading 3) Data driven conversations between 3rd and 4th grade to identify learning gaps and student needs

Curriculum, Instruction, and Assessment

Problem Statement 1: For the 2026-2027 school year, PLC and team level planning will be implemented with fidelity and structure. **Root Cause:** 1) Time is built in to the Master schedule for scheduled meetings 2) Agendas and structures for these meetings will be designed 3) Instructional Coach and MCLS will lead the meetings

1339

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 53% to 58%.

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: Checkpoint data, iReady and STAAR

Strategy 1 Details	Reviews			
Strategy 1: 3-5 instructional staff will sustain the implementation of HMH resources and 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 student growth and achievement tracked through checkpoint data, iReady, and STAAR Staff Responsible for Monitoring: Lead Teachers, MCLs, Instructional coach and Campus Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				1340

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 student growth and achievement tracked through checkpoint data, iReady and STAAR Staff Responsible for Monitoring: Teachers, MCLs, Instructional Coach, and Campus Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Achievement	1341
Problem Statement 3: 3rd grade 2024-2025 students performed well in Math with 75% Approaches/44% Meets however the same students in 4th grade 2025-2026 dropped to 52% Approaches/36% Meets. Reading 3rd grade student scores in 2024-2025 (84% Approaches/58% Meets) declined in a similar trend in 4th grade 2025-2026 (66% Approaches/48% Meets). Root Cause: 1) Instructional vertical alignment between 3rd and 4th grade teams 2) 4th grade building upon or sustaining student performance in Math and Reading 3) Data driven conversations between 3rd and 4th grade to identify learning gaps and student needs	
Curriculum, Instruction, and Assessment	
Problem Statement 1: For the 2026-2027 school year, PLC and team level planning will be implemented with fidelity and structure. Root Cause: 1) Time is built in to the Master schedule for scheduled meetings 2) Agendas and structures for these meetings will be designed 3) Instructional Coach and MCLS will lead the meetings	

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%.

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: iReady and checkpoint 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 student growth and achievement tracked through checkpoint data, iReady, and STAAR Staff Responsible for Monitoring: MCLs, Instructional Coach, and Campus Administrator TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				1342
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 student growth and achievement tracked through checkpoint data, iReady, and STAAR Staff Responsible for Monitoring: Teachers, MCLs, Instructional Coach and Campus Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3 - 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: 4th Grade Math decreased at the Meets level from 60% (2024) to 36% (2026) indicating that students not meeting the standard indicator increased. **Root Cause:** 1) Academic learning gaps were not identified early 2) Targeted intervention was not successful 3) Adjustments were not made through out the year to catch struggling learners early

Problem Statement 2: 4th Grade Reading showed a steady downward trend for the 3 year comparison dropping from 61% (2024) to 48% (2026). **Root Cause:** 1) inconsistent Tier 1 instruction and higher order thinking comprehension strategies 2) Academic learning gaps that were not identified or targeted with intervention strategies 3) Data driven interventions may not have been adjusted through the year

Problem Statement 3: 3rd grade 2024-2025 students performed well in Math with 75% Approaches/44% Meets however the same students in 4th grade 2025-2026 dropped to 52% Approaches/36% Meets. Reading 3rd grade student scores in 2024-2025 (84% Approaches/58% Meets) declined in a similar trend in 4th grade 2025-2026 (66% Approaches/48% Meets). **Root Cause:** 1) Instructional vertical alignment between 3rd and 4th grade teams 2) 4th grade building upon or sustaining student performance in Math and Reading 3) Data driven conversations between 3rd and 4th grade to identify learning gaps and student needs

Curriculum, Instruction, and Assessment

Problem Statement 1: For the 2026-2027 school year, PLC and team level planning will be implemented with fidelity and structure. **Root Cause:** 1) Time is built in to the master schedule for scheduled meetings 2) Agendas and structures for these meetings will be designed 3) Instructional Coach and MCLS will lead the meetings

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 63% 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 Counselor guided lessons for social-emotional lessons provided by the Counselor twice a month 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: Counselor, Classroom Teacher ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2, 3 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
				1344
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 TEA Priorities: Recruit, support, retain teachers and principals - 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 1 Problem Statements:

Demographics

Problem Statement 1: The Emergent Bilingual student population at San Jacinto has increased significantly over the past three years from 6.93% (23/24) to 26.6% (25/26). This has changed the total population of the campus to over 600 students. **Root Cause:** 1) Students in the Bilingual program returned to campus in 24/25 causing the increase. 2) changes to lesson delivery to accommodate new learners 3) more classes need to accommodate the additional students

Problem Statement 2: The San Jacinto Economically Disadvantaged population has increased over the last three years from 82.13% (23/24) to 86% (25/26). More targeted interventions required to meet the needs of the students. **Root Cause:** 1) Changes in neighborhood demographics and needs 2) Additional time for intervention needed by directly targeting the academic gaps in learning

Problem Statement 3: The attendance percentage at San Jacinto has barely fluctuated over the past three years with a slight decrease, 93.5% (23/24), 92.8% (24/25) and 92.07% (25/26). Falling just below the target of 95% or higher. **Root Cause:** 1) Campus incentives not making progress 2) Additional Parent communication and follow up needed for chronic absenteeism

School Culture and Climate

Problem Statement 1: Attendance rates have shown a downward trend over the last three years, 93.3% end of 2024 to 92.7% end of 2026. **Root Cause:** 1) Increase in student population to 600 2) Incentives for Attendance have not been effective

1345

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 92.7% 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 Administrators ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
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 administrators, counselors, and Instructional coach ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: The attendance percentage at San Jacinto has barely fluctuated over the past three years with a slight decrease, 93.5% (23/24), 92.8% (24/25) and 92.07% (25/26). Falling just below the target of 95% or higher. Root Cause: 1) Campus incentives not making progress 2) Additional Parent communication and follow up needed for chronic absenteeism
School Culture and Climate
Problem Statement 1: Attendance rates have shown a downward trend over the last three years, 93.3% end of 2024 to 92.7% end of 2026. Root Cause: 1) Increase in student population to 600 2) Incentives for Attendance have not been effective

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 1%.

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: Teachers and Counselor ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2, 3 - School Culture and Climate 1 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
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: Counselor and teachers ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2, 3 - School Culture and Climate 1 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
				1348
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The Emergent Bilingual student population at San Jacinto has increased significantly over the past three years from 6.93% (23/34) to 26.6% (25/26). This has changed the total population of the campus to over 600 students. Root Cause: 1) Students in the Bilingual program returned to campus in 24/25 causing the increase. 2) changes to lesson delivery to accommodate new learners 3) more classes need to accommodate the additional students

Demographics
Problem Statement 2: The San Jacinto Economically Disadvantaged population has increased over the last three years from 82.13% (23/24) to 86% (25/26). More targeted interventions required to meet the needs of the students. Root Cause: 1) Changes in neighborhood demographics and needs 2) Additional time for intervention needed by directly targeting the academic gaps in learning Problem Statement 3: The attendance percentage at San Jacinto has barely fluctuated over the past three years with a slight decrease, 93.5% (23/24), 92.8% (24/25) and 92.07% (25/26). Falling just below the target of 95% or higher. Root Cause: 1) Campus incentives not making progress 2) Additional Parent communication and follow up needed for chronic absenteeism
School Culture and Climate
Problem Statement 1: Attendance rates have shown a downward trend over the last three years, 93.3% end of 2024 to 92.7% end of 2026. Root Cause: 1) Increase in student population to 600 2) Incentives for Attendance have not been effective
Family and Community Engagement
Problem Statement 1: Consistency of parent involvement across grade levels. Root Cause: 1) consistent contact with parents for grades, behavior, celebrations 2) involve parents in events through PTA

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: Increase students sense of belonging based on panorama data from 51% to 60%.

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: Counselor will provide bi-monthly guidance lessons for students that address student belonging and connectedness. Strategy's Expected Result/Impact: Students will feel like they belong to the school and better understand how to interact with each other. Staff Responsible for Monitoring: Counselor, Administration ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
				1350
Strategy 2 Details	Reviews			
Strategy 2: Students included in the House meetings, pep rallies and House reveal activities. Strategy's Expected Result/Impact: Students will feel like they belong to one of the 4 Houses and participate in activities Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrators, Counselor ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 3: The attendance percentage at San Jacinto has barely fluctuated over the past three years with a slight decrease, 93.5% (23/24), 92.8% (24/25) and 92.07% (25/26). Falling just below the target of 95% or higher. Root Cause: 1) Campus incentives not making progress 2) Additional Parent communication and follow up needed for chronic absenteeism
School Culture and Climate
Problem Statement 1: Attendance rates have shown a downward trend over the last three years, 93.3% end of 2024 to 92.7% end of 2026. Root Cause: 1) Increase in student population to 600 2) Incentives for Attendance have not been effective

Board Goal 4: Classroom Excellence

Performance Objective 1: Identify students with chronic absenteeism (10+ absences or chronically absent) and provide intervention to increase San Jacinto's attendance rate from 92.7% to 95% by the end of 2026-2027 school year.

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Increase documented attendance intervention completion for identified at risk students with 10 or more absences. Strategy's Expected Result/Impact: Students academic growth will increase due to being present. Attendance rate will increase. Staff Responsible for Monitoring: Attendance clerk, Counselor, Assistant Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - School Culture and Climate 1 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Recognize classrooms with improved attendance and give special recognition. Strategy's Expected Result/Impact: Students academic growth will increase due to being present in class Staff Responsible for Monitoring: Teachers, Attendance clerk, Administration ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - School Culture and Climate 1 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: The attendance percentage at San Jacinto has barely fluctuated over the past three years with a slight decrease, 93.5% (23/24), 92.8% (24/25) and 92.07% (25/26). Falling just below the target of 95% or higher. Root Cause: 1) Campus incentives not making progress 2) Additional Parent communication and follow up needed for chronic absenteeism

School Culture and Climate
Problem Statement 1: Attendance rates have shown a downward trend over the last three years, 93.3% end of 2024 to 92.7% end of 2026. Root Cause: 1) Increase in student population to 600 2) Incentives for Attendance have not been effective
Family and Community Engagement
Problem Statement 1: Consistency of parent involvement across grade levels. Root Cause: 1) consistent contact with parents for grades, behavior, celebrations 2) involve parents in events through PTA

Board Goal 4: Classroom Excellence

Performance Objective 2: Increasing Blended Learning implementation campus wide with fidelity from 0% to 100% leading to personal pathways for individual students in grades 3-5 by end of 2026-2027 school year.

HB3 Board Goal

Evaluation Data Sources: Classroom observations, PLC meetings, Lesson plans

Strategy 1 Details	Reviews			
Strategy 1: Begin implementation of Blended Learning strategies during Small group time within the day using iReady, teacher table time, and independent work time. Strategy's Expected Result/Impact: Students will get individualized instruction for areas of weakness and enrichment for areas of strength Staff Responsible for Monitoring: Teachers, MCLs, Instructional Coach and Administrators 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: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
				1354
Strategy 2 Details	Reviews			
Strategy 2: Exemplars of student work, small group work, and independent practice used in PLCs to improve Blended Learning implementation. Strategy's Expected Result/Impact: Student achievement and engagement increased Staff Responsible for Monitoring: Teachers, Instructional Coaches, MCLs, and Administrators Problem Statements: Demographics 1, 2 - Student Achievement 1, 2, 3 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The Emergent Bilingual student population at San Jacinto has increased significantly over the past three years from 6.93% (23/34) to 26.6% (25/26). This has changed the total population of the campus to over 600 students. Root Cause: 1) Students in the Bilingual program returned to campus in 24/25 causing the increase. 2) changes to lesson delivery to accommodate new learners 3) more classes need to accommodate the additional students Problem Statement 2: The San Jacinto Economically Disadvantaged population has increased over the last three years from 82.13% (23/24) to 86% (25/26). More targeted interventions required to meet the needs of the students. Root Cause: 1) Changes in neighborhood demographics and needs 2) Additional time for intervention needed by directly targeting the academic gaps in learning
Student Achievement
Problem Statement 1: 4th Grade Math decreased at the Meets level from 60% (2024) to 36% (2026) indicating that students not meeting the standard indicator increased. Root Cause: 1) Academic learning gaps were not identified early 2) Targeted intervention was not successful 3) Adjustments were not made through out the year to catch struggling learners early Problem Statement 2: 4th Grade Reading showed a steady downward trend for the 3 year comparison dropping from 61% (2024) to 48% (2026). Root Cause: 1) inconsistent Tier 1 instruction and higher order thinking comprehension strategies 2) Academic learning gaps that were not identified or targeted with intervention strategies 3) Data driven interventions may not have been adjusted through the year Problem Statement 3: 3rd grade 2024-2025 students performed well in Math with 75% Approaches/44% Meets however the same students in 4th grade 2025-2026 dropped to 52% Approaches/36% Meets. Reading 3rd grade student scores in 2024-2025 (84% Approaches/58% Meets) declined in a similar trend in 4th grade 2025-2026 (66% Approaches/48% Meets). Root Cause: 1) Instructional vertical alignment between 3rd and 4th grade teams 2) 4th grade building upon or sustaining student performance in Math and Reading 3) Data driven conversations between 3rd and 4th grade to identify learning gaps and student needs
School Culture and Climate
Problem Statement 2: Teachers/Staff would like more in depth feedback from administration Root Cause: 1) PLCs need to be consistent 2) Quick feedback after walkthroughs 3) In depth feedback if there is a need
Staff Quality, Recruitment, and Retention
Problem Statement 1: A decline in staff retention occurred at the end of 2024 to 2025, 85% to 54.5%. Root Cause: 1) Changes were made at the district level that brought students in the EB program back to San Jacinto 2) Changes doubled the student population 3) Staff had to make adjustments, some decided to leave
Curriculum, Instruction, and Assessment
Problem Statement 1: For the 2026-2027 school year, PLC and team level planning will be implemented with fidelity and structure. Root Cause: 1) Time is built in to the Master schedule for scheduled meetings 2) Agendas and structures for these meetings will be designed 3) Instructional Coach and MCLS will lead the meetings
School Organization
Problem Statement 1: PLCs and team level being led with fidelity and structure. Root Cause: 1) MCLs will be trained on how to run PLCs 2) Instructional Coach will provide support for PLCs and Team level meetings 3) Follow District expectations for PLCs and data driven instruction

Board Goal 4: Classroom Excellence

Performance Objective 3: Implement AVID WICOR strategies with fidelity across all K-5 classrooms so they are consistently reflected in professional learning, lesson planning, Tier I instruction, student work, and instructional feedback, resulting in increased student engagement, academic achievement, and the development of the academic and leadership skills necessary for college, career, and life readiness.

HB3 Board Goal

Evaluation Data Sources: Classroom observations, PLC meetings, Lesson plans

Strategy 1 Details	Reviews			
Strategy 1: K-5 teachers will participate in ongoing training for WICOR Strategies through district training and campus training. Strategy's Expected Result/Impact: Students academic growth will increase due to engaged lessons/activities that challenge thinking Staff Responsible for Monitoring: Teachers, MCLs, Instructional Coach, and Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1	Formative			Summative
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				1356
Strategy 2 Details	Reviews			
Strategy 2: K-5 teachers will implement WICOR strategies that will be evident in student work, instruction and lesson plans. Strategy's Expected Result/Impact: Student academic growth will increase due to engaged lessons/activities that challenge student thinking Staff Responsible for Monitoring: Teachers, MCLs, Instructional Coach, and Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3 - 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: 4th Grade Math decreased at the Meets level from 60% (2024) to 36% (2026) indicating that students not meeting the standard indicator increased. Root Cause: 1) Academic learning gaps were not identified early 2) Targeted intervention was not successful 3) Adjustments were not made through out the year to catch struggling learners early Problem Statement 2: 4th Grade Reading showed a steady downward trend for the 3 year comparison dropping from 61% (2024) to 48% (2026). Root Cause: 1) inconsistent Tier 1 instruction and higher order thinking comprehension strategies 2) Academic learning gaps that were not identified or targeted with intervention strategies 3) Data driven interventions may not have been adjusted through the year Problem Statement 3: 3rd grade 2024-2025 students performed well in Math with 75% Approaches/44% Meets however the same students in 4th grade 2025-2026 dropped to 52% Approaches/36% Meets. Reading 3rd grade student scores in 2024-2025 (84% Approaches/58% Meets) declined in a similar trend in 4th grade 2025-2026 (66% Approaches/48% Meets). Root Cause: 1) Instructional vertical alignment between 3rd and 4th grade teams 2) 4th grade building upon or sustaining student performance in Math and Reading 3) Data driven conversations between 3rd and 4th grade to identify learning gaps and student needs
Curriculum, Instruction, and Assessment
Problem Statement 1: For the 2026-2027 school year, PLC and team level planning will be implemented with fidelity and structure. Root Cause: 1) Time is built in to the Master schedule for scheduled meetings 2) Agendas and structures for these meetings will be designed 3) Instructional Coach and MCLS will lead the meetings

Board Goal 5: Culture of Excellence

Performance Objective 1: Increase the involvement of MTSS behavior support specialists at San Jacinto to strengthen identification of students who need an MTSS behavior plan for Tier 2 intervention.

Evaluation Data Sources: MTSS behavior referrals

Strategy 1 Details	Reviews			
Strategy 1: Utilize district MTSS behavior specialist assigned to San Jacinto with campus visits and guidance with Tier 2 behavior intervention. Strategy's Expected Result/Impact: Student discipline referrals will decrease. Staff Responsible for Monitoring: MTSS Team, Instructional Coach and Administrators ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Coaching and individual support for Teachers with students who need MTSS behavioral support. Strategy's Expected Result/Impact: More student behaviors identified and addressed before Discipline Referrals needed. Staff Responsible for Monitoring: MTSS team, Instructional Coach, and Administrators ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 2 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 2: Teachers/Staff would like more in depth feedback from administration Root Cause: 1) PLCs need to be consistent 2) Quick feedback after walkthroughs 3) In depth feedback if there is a need

Family and Community Engagement

Problem Statement 1: Consistency of parent involvement across grade levels. **Root Cause:** 1) consistent contact with parents for grades, behavior, celebrations 2) involve parents in events through PTA

Board Goal 5: Culture of Excellence

Performance Objective 2: Implementation of Emergent Tree Tier 1 practices to provide student behavior support, staff responses to behavior and fidelity of the implementation of Tier 1 behavior framework.

Evaluation Data Sources: Classroom observations, PLC discussions

Strategy 1 Details	Reviews			
Strategy 1: Implement Emergent Tree framework with Safe, Respectful and Responsible in selected classrooms (1st, 3rd, 4th grade) Strategy's Expected Result/Impact: Consistent behavior language and usage with a positive perspective Staff Responsible for Monitoring: MCL, Instructional coach and Administration ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1 - School Organization 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: MTSS behavior support for students who have consistent discipline concerns. Strategy's Expected Result/Impact: Decrease in disciplinary referrals and increase in positive school climate Staff Responsible for Monitoring: Teachers, Instructional Coach, Counselor, and Administrators ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1 - School Organization 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Family and Community Engagement
Problem Statement 1: Consistency of parent involvement across grade levels. Root Cause: 1) consistent contact with parents for grades, behavior, celebrations 2) involve parents in events through PTA

School Organization
Problem Statement 2: Discipline procedures and classroom management strategies need to include behavior supports before disciplinary action taken. Root Cause: 1) Procedures for disciplinary actions need to be reviewed and followed consistently 2) Behavior supports with MTSS need to be used

1361

Board Goal 5: Culture of Excellence

Performance Objective 3: Increase the amount of time the Counselor spends in classrooms with students on guidance curriculum to twice a month per grade level.

Evaluation Data Sources: Counselor monthly sign up/Calendar

Strategy 1 Details	Reviews			
Strategy 1: Counselor will work with the classroom teachers to schedule guidance lessons twice a month Strategy's Expected Result/Impact: Students will feel more connected to the school/class Staff Responsible for Monitoring: Counselor, Administrator ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Regular guidance lessons will provide opportunities for students to express their needs and learn positive behaviors. Strategy's Expected Result/Impact: Students will feel more connected to the campus/class Staff Responsible for Monitoring: Counselor, Administrator ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
				1362
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: The attendance percentage at San Jacinto has barely fluctuated over the past three years with a slight decrease, 93.5% (23/24), 92.8% (24/25) and 92.07% (25/26). Falling just below the target of 95% or higher. Root Cause: 1) Campus incentives not making progress 2) Additional Parent communication and follow up needed for chronic absenteeism

School Culture and Climate
Problem Statement 1: Attendance rates have shown a downward trend over the last three years, 93.3% end of 2024 to 92.7% end of 2026. Root Cause: 1) Increase in student population to 600 2) Incentives for Attendance have not been effective

1363

Ector County Independent School District

Vasquez Middle School

2026-2027 Board Goals/Performance Objectives/Strategies



1364

Mission Statement

At Vasquez Middle School, we work together with purpose and urgency to create a safe, responsible, and respectful community where every student receives excellent instruction, high expectations, and the support needed to grow, achieve, and become legendary.

Vision

Our vision is to create a community of safe, responsible, and respectful legendary learners who achieve academic excellence through engaging instruction, high-quality exemplars, and responsive teaching driven by exit ticket huddles that promote continuous growth.

Value Statement



We Strike with Purpose!

1365

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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 2027, Adela & Gilbert Vasquez Middle School will have at least 30% of students in grades 6-8 who meet or exceed their individualized i-Ready Typical Growth target in Reading, as measured from the Beginning-of-Year (BOY) Diagnostic to the End-of-Year (EOY) Diagnostic.

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: I-Ready Reading

1367

Strategy 1 Details	Reviews			
Strategy 1: Adela & Gilbert Vasquez Middle School will provide targeted, skill-based reading intervention and enrichment during Roundup using i-Ready Diagnostic data, personalized learning pathways, and teacher-led small-group instruction. Students will be grouped according to specific needs in phonics, vocabulary, comprehension, and analysis of complex texts. Groups and instructional plans will be adjusted regularly based on student progress. Strategy's Expected Result/Impact: Students will receive instruction aligned with their individual reading needs, leading to improved performance in vocabulary, comprehension, and analysis of complex texts. Students will understand and monitor their individualized growth goals, and at least 30% will meet or exceed their i-Ready Typical Growth target by May 2027. Staff Responsible for Monitoring: Principal Reading department head Reading MCL II Grade-level assistant principals Reading teachers Emergent bilingual staff Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1, 3, 5 Funding Sources: 3 MCLs (Reading, Math, Science) - - Title One School- Improvement - \$69,000	Formative			Summative
	Oct	Jan	Mar	May
				1368

Strategy 2 Details		Reviews			
Strategy 2: Reading teachers will participate in consistent PLC cycles focused on standards-aligned planning, student work analysis, formative assessment results, and instructional adjustments. Department heads and Opportunity Culture coaches will support teachers through lesson rehearsal, modeling, observation, and actionable feedback to strengthen Tier 1 reading instruction. Strategy's Expected Result/Impact: Teachers will strengthen the quality and consistency of Tier 1 reading instruction by using student data to identify misconceptions, plan responsive instruction, and measure the effectiveness of reteaching. Increased instructional alignment and teacher capacity will result in improved student mastery of grade-level reading standards and progress toward i-Ready Typical Growth targets. Staff Responsible for Monitoring: Principal Reading department head Reading MCL II Grade-level assistant principals Opportunity Culture instructional coaches Reading teachers Title I: 2.51, 2.52 - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 3, 5, 6 Funding Sources: 3 MCLs (Reading, Math, Science), 2 MTRTs (Math, Reading) - Title One School- Improvement - \$69,000		Formative			Summative
		Oct	Jan	Mar	May
					1369

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: A significant number of incoming sixth-grade students previously completed STAAR in Spanish, including 70 students in mathematics and 81 students in reading. Because Spanish STAAR is no longer an assessment option at this grade level, these students may experience difficulty demonstrating their academic knowledge on an English-language assessment. Root Cause: Many of these students have received substantial instruction and assessment support in Spanish and have had limited opportunities to build the academic vocabulary, reading comprehension, written expression, and confidence needed to demonstrate mastery entirely in English. Problem Statement 3: Incoming eighth-grade students also demonstrated low performance in reading. Only 23% achieved Meets Grade Level or above, while 7% achieved Masters Grade Level. Root Cause: Students have gaps in reading comprehension, academic vocabulary, analysis of complex texts, and constructed-response writing. Instruction has not yet consistently provided the targeted intervention, rigorous practice, and timely feedback necessary to close these gaps.

Student Achievement
Problem Statement 5: Incoming seventh-grade students demonstrated limited advanced achievement in reading, with only 11% reaching Masters Grade Level. Root Cause: Students need more consistent opportunities to analyze increasingly complex texts, support responses with textual evidence, write at the depth required by the standard, and receive actionable feedback that advances their performance to the Masters level. Problem Statement 6: Emergent bilingual students who previously tested in Spanish may lack confidence when speaking, reading, and writing academically in English, which may limit classroom participation and assessment performance. Root Cause: Students have had limited structured opportunities to practice academic English in a supportive environment through reading, writing, listening, and speaking across all content areas.

1370

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 2027 Adela & Gilbert Vasquez Middle School will have at least 30% of students in grades 6-8 who will meet or exceed their individualized i-Ready Typical Growth target in Math, as measured from the Beginning-of-Year (BOY) Diagnostic to the End-of-Year (EOY) Diagnostic.

HB3 Board Goal

Indicators of Success:

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: I-Ready Math

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Adela & Gilbert Vasquez Middle School will provide targeted, skill-based mathematics intervention and enrichment during Roundup using i-Ready Diagnostic data, personalized learning pathways, and teacher-led small-group instruction. Students will be grouped according to identified skill gaps and readiness levels, with groups adjusted regularly based on progress-monitoring data. Strategy's Expected Result/Impact: Students will receive instruction aligned with their individual mathematical needs and develop stronger foundational skills, conceptual understanding, problem-solving abilities, and confidence. Students will understand and monitor their personalized growth goals, resulting in at least 30% of students meeting or exceeding their i-Ready Typical Growth target by May 2027. Staff Responsible for Monitoring: Principal Mathematics department head Mathematics MCL II Grade-level assistant principals Mathematics teachers ESL and Special Education staff Title I: 2.51, 2.52 - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1, 2, 4				1371

Strategy 2 Details		Reviews			
Strategy 2: Mathematics teachers will participate in consistent PLC and coaching cycles focused on standards-aligned planning, student work analysis, formative assessment results, and responsive instructional adjustments. Teachers will use district high-quality instructional materials, instructional sequences, and exemplars to strengthen the consistency and rigor of Tier 1 instruction. Strategy's Expected Result/Impact: Teachers will improve their ability to deliver rigorous, standards-aligned mathematics instruction, identify student misconceptions, and respond through targeted reteaching. Students will have increased opportunities to engage in mathematical discourse, demonstrate their thinking, solve multistep problems, and apply learning in different contexts. Improved Tier 1 instruction and data-driven intervention will increase student mastery and progress toward individualized i-Ready Typical Growth targets. Staff Responsible for Monitoring: Principal Mathematics department head Mathematics MCL II Mathematics MTRT Grade-level assistant principals Opportunity Culture instructional coaches Mathematics teachers Title I: 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1, 2, 4		Formative			Summative
		Oct	Jan	Mar	May
					1372
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: A significant number of incoming sixth-grade students previously completed STAAR in Spanish, including 70 students in mathematics and 81 students in reading. Because Spanish STAAR is no longer an assessment option at this grade level, these students may experience difficulty demonstrating their academic knowledge on an English-language assessment. Root Cause: Many of these students have received substantial instruction and assessment support in Spanish and have had limited opportunities to build the academic vocabulary, reading comprehension, written expression, and confidence needed to demonstrate mastery entirely in English.

Student Achievement
Problem Statement 2: Incoming eighth-grade students demonstrated significant mathematics achievement gaps in seventh grade. Only 13% achieved Meets Grade Level or above, and no students achieved Masters Grade Level on the STAAR mathematics assessment. Root Cause: Students have unfinished learning in foundational mathematics concepts and have had insufficient opportunities to engage consistently in rigorous, grade-level problem-solving, mathematical discourse, and written justification of their thinking. Problem Statement 4: Incoming seventh-grade students demonstrated limited advanced achievement in mathematics, with only 8% reaching Masters Grade Level. Root Cause: Students have not consistently received the depth of grade-level instruction, higher-order problem-solving opportunities, and enrichment needed to move from basic proficiency to mastery.

1373

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 2027, the percentage of students performing at the MEETS level on 6-8 Reading STAAR at Adela & Gilbert Vasquez Middle School, will increase from 33% to 40%.

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

Strategy 1 Details	Reviews			
Strategy 1: Reading teachers will implement district-adopted high-quality instructional materials with fidelity and use aligned instructional sequences, teacher exemplars, student exemplars, exit tickets, and common assessments. PLCs will analyze student work and assessment data to identify misconceptions, plan targeted reteaching, and reassess students after additional instruction. Strategy's Expected Result/Impact: Students will receive consistent, rigorous, grade-level reading instruction across all classrooms. Timely analysis of formative data will allow teachers to address learning gaps before district and state assessments. Students will demonstrate stronger comprehension of complex texts, written responses supported by evidence, and mastery of priority standards, increasing Meets Grade Level performance from 33% to at least 40%. Staff Responsible for Monitoring: Principal Reading department head Reading MCL II Grade-level assistant principals Reading teachers Title I: 2.51, 2.52 - 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 - Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 3, 5 - Curriculum, Instruction, and Assessment 7	Formative			Summative
	Oct	Jan	Mar	May
				1374

Strategy 2 Details		Reviews			
Strategy 2: Reading teachers and instructional leaders will use STAAR, district assessment, classroom, and language-proficiency data to identify students who are approaching the Meets standard and students transitioning from Spanish to English assessments. These students will receive targeted small-group instruction during Reading and Roundup focused on academic vocabulary, comprehension of complex texts, written responses, and assessment language. Strategy's Expected Result/Impact: Students will increase their confidence and proficiency in reading, speaking, and writing academically in English. Targeted support will accelerate the progress of students who are close to reaching Meets while addressing language and literacy gaps among emergent bilingual students. As a result, more students will successfully demonstrate grade-level knowledge and skills on the English Reading STAAR assessment. Staff Responsible for Monitoring: Principal Reading department head Reading MCL II Grade-level assistant principals Reading teachers Emergent bilingual/ESL staff Intervention staff Title I: 2.51, 2.52 - 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 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1, 3, 5		Formative			Summative
		Oct	Jan	Mar	May
					1375
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: A significant number of incoming sixth-grade students previously completed STAAR in Spanish, including 70 students in mathematics and 81 students in reading. Because Spanish STAAR is no longer an assessment option at this grade level, these students may experience difficulty demonstrating their academic knowledge on an English-language assessment. Root Cause: Many of these students have received substantial instruction and assessment support in Spanish and have had limited opportunities to build the academic vocabulary, reading comprehension, written expression, and confidence needed to demonstrate mastery entirely in English. Problem Statement 3: Incoming eighth-grade students also demonstrated low performance in reading. Only 23% achieved Meets Grade Level or above, while 7% achieved Masters Grade Level. Root Cause: Students have gaps in reading comprehension, academic vocabulary, analysis of complex texts, and constructed-response writing. Instruction has not yet consistently provided the targeted intervention, rigorous practice, and timely feedback necessary to close these gaps.

Student Achievement
Problem Statement 5: Incoming seventh-grade students demonstrated limited advanced achievement in reading, with only 11% reaching Masters Grade Level. Root Cause: Students need more consistent opportunities to analyze increasingly complex texts, support responses with textual evidence, write at the depth required by the standard, and receive actionable feedback that advances their performance to the Masters level.
Curriculum, Instruction, and Assessment
Problem Statement 7: Teachers across all content areas may not yet be fully prepared to provide the language supports needed by students transitioning from Spanish to English assessments. Root Cause: The campus has many new and first-year teachers with varying levels of training and experience in sheltered instruction, language-development strategies, and supporting emergent bilingual students.

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 2027, the percentage of students performing at the MEETS level on 6-8 Math STAAR at Adela & Gilbert Vasquez Middle School, will increase from 26% to 36%.

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

1377

Strategy 1 Details	Reviews			
Strategy 1: Mathematics teachers will implement district-adopted high-quality instructional materials with fidelity and use aligned instructional sequences, teacher exemplars, student exemplars, exit tickets, and common assessments. During PLCs, teachers will analyze student work and assessment data to identify misconceptions, plan targeted reteaching, and reassess students to determine whether mastery has improved. Strategy's Expected Result/Impact: Students will receive consistent, rigorous, grade-level mathematics instruction across classrooms. Teachers will respond to student needs promptly by using formative assessment results to adjust instruction and provide targeted reteaching. Students will strengthen their conceptual understanding, procedural fluency, mathematical reasoning, and ability to solve multistep problems, increasing Meets Grade Level performance from 26% to at least 36%. Staff Responsible for Monitoring: Principal Mathematics department head Mathematics MCL II Mathematics MTRT Grade-level assistant principals Mathematics teachers Title I: 2.51, 2.52 - 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 - Targeted Support Strategy Problem Statements: Student Achievement 1, 2, 4	Formative			Summative
	Oct	Jan	Mar	May
				1378

Strategy 2 Details		Reviews			
Strategy 2: Teachers and instructional leaders will use STAAR, district assessment, i-Ready, exit-ticket, and classroom performance data to identify students who are below or approaching the Meets Grade Level standard. Students will receive targeted small-group instruction and intervention during mathematics classes and Roundup, with an emphasis on priority standards, prerequisite skills, mathematical vocabulary, problem representation, and written justification. Strategy's Expected Result/Impact: Students will receive timely support matched to their specific learning gaps and will have multiple opportunities to demonstrate mastery. Frequent progress monitoring and flexible regrouping will accelerate the learning of students who are close to reaching Meets while providing foundational support to students with significant gaps. As a result, a greater percentage of students will demonstrate grade-level mathematical knowledge and reach the Meets standard on STAAR. Staff Responsible for Monitoring: Principal Mathematics department head Mathematics MCL II Mathematics MTRT Grade-level assistant principals Mathematics teachers TRT and intervention staff Special education and emergent bilingual staff Title I: 2.51, 2.52 - 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 - Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 2, 4		Formative			Summative
		Oct	Jan	Mar	May
					1379
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: A significant number of incoming sixth-grade students previously completed STAAR in Spanish, including 70 students in mathematics and 81 students in reading. Because Spanish STAAR is no longer an assessment option at this grade level, these students may experience difficulty demonstrating their academic knowledge on an English-language assessment. Root Cause: Many of these students have received substantial instruction and assessment support in Spanish and have had limited opportunities to build the academic vocabulary, reading comprehension, written expression, and confidence needed to demonstrate mastery entirely in English.

Student Achievement
Problem Statement 2: Incoming eighth-grade students demonstrated significant mathematics achievement gaps in seventh grade. Only 13% achieved Meets Grade Level or above, and no students achieved Masters Grade Level on the STAAR mathematics assessment. Root Cause: Students have unfinished learning in foundational mathematics concepts and have had insufficient opportunities to engage consistently in rigorous, grade-level problem-solving, mathematical discourse, and written justification of their thinking. Problem Statement 4: Incoming seventh-grade students demonstrated limited advanced achievement in mathematics, with only 8% reaching Masters Grade Level. Root Cause: Students have not consistently received the depth of grade-level instruction, higher-order problem-solving opportunities, and enrichment needed to move from basic proficiency to mastery.

1380

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 2027, the percentage of students performing at the MEETS level on Algebra I EOC at Adela & Gilbert Vasquez Middle School, will increase from 96% to 100%.

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: ALG 1 EOC

Strategy 1 Details	Reviews			
Strategy 1: The Algebra I teacher will implement the district-adopted high-quality instructional materials with fidelity and use aligned instructional sequences, teacher exemplars, student exemplars, exit tickets, common assessments, and released EOC items. During PLCs, the teacher and instructional leaders will analyze student work by standard, identify misconceptions, plan targeted reteaching, and reassess students to confirm mastery. Strategy's Expected Result/Impact: All Algebra I students will receive consistent, rigorous instruction aligned with the Texas Essential Knowledge and Skills and the cognitive demands of the EOC assessment. Frequent analysis of formative data will allow the teacher to identify and correct misconceptions before they become persistent learning gaps. Students will strengthen their conceptual understanding, procedural fluency, mathematical reasoning, and ability to solve multistep algebraic problems, increasing Meets Grade Level performance from 96% to 100%. Staff Responsible for Monitoring: Principal Mathematics department head Mathematics MCL II Grade-level assistant principal Algebra I teacher Title I: 2.51, 2.52 - 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 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May
				1381

Strategy 2 Details	Reviews			
Strategy 2: The Algebra I teacher and instructional leaders will use prior STAAR results, district assessments, common assessments, exit tickets, and classroom performance data to identify individual students who are not consistently demonstrating the Meets Grade Level standard. These students will receive targeted small-group instruction, tutoring, and intervention focused on specific prerequisite gaps and Algebra I standards. Student progress will be reviewed regularly, and intervention plans will be adjusted until mastery is demonstrated. Strategy's Expected Result/Impact: Students at risk of performing below Meets Grade Level will receive early, individualized support matched to their specific academic needs. Frequent progress monitoring, flexible grouping, and reassessment will help close learning gaps and ensure that every student has multiple opportunities to reach mastery. As a result, 100% of Algebra I students will meet or exceed the Meets Grade Level standard on the Algebra I EOC assessment. Staff Responsible for Monitoring: Principal Mathematics department head Mathematics MCL II Grade-level assistant principal Algebra I teacher TRT or intervention staff Title I: 2.51, 2.52 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May
				1382
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 2: Incoming eighth-grade students demonstrated significant mathematics achievement gaps in seventh grade. Only 13% achieved Meets Grade Level or above, and no students achieved Masters Grade Level on the STAAR mathematics assessment. Root Cause: Students have unfinished learning in foundational mathematics concepts and have had insufficient opportunities to engage consistently in rigorous, grade-level problem-solving, mathematical discourse, and written justification of their thinking.

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 2027, the percentage of students performing at the MEETS level on the 8th social studies STAAR at Adela & Gilbert Vasquez Middle School, will increase from 7% to 14%.

HB3 Board Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Eighth-grade social studies teachers will implement district-adopted high-quality instructional materials with fidelity and use the district scope and sequence, teacher exemplars, student exemplars, exit tickets, common assessments, and released STAAR items. During PLCs, teachers will analyze student performance by standard, identify misconceptions, plan targeted reteaching, and reassess students to determine mastery. Strategy's Expected Result/Impact: Students will receive consistent and rigorous instruction aligned with grade-level standards and the cognitive demands of STAAR. Teachers will use formative assessment data to make timely instructional adjustments and address misconceptions. Students will improve their understanding of essential historical content, cause-and-effect relationships, primary and secondary sources, and stimulus-based questions, increasing Meets Grade Level performance from 7% to at least 14%. Staff Responsible for Monitoring: Principal Social studies department head Eighth-grade assistant principal Eighth-grade social studies teachers District social studies coordinator 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 7	Formative			Summative
	Oct	Jan	Mar	May
				1383

Strategy 2 Details		Reviews			
Strategy 2: Teachers and instructional leaders will use prior STAAR results, district assessments, exit tickets, and classroom performance data to identify priority standards and students performing below or approaching the Meets Grade Level standard. Identified students will receive targeted small-group instruction and intervention focused on academic vocabulary, historical context, document analysis, constructed responses, and STAAR question-processing strategies. Strategy's Expected Result/Impact: Students will develop stronger content knowledge and the literacy skills needed to interpret complex historical texts, maps, charts, political cartoons, and primary sources. Targeted intervention and frequent progress monitoring will address individual learning gaps and strengthen students' confidence with rigorous assessment items. As a result, more students will demonstrate mastery of eighth-grade social studies standards and reach the Meets Grade Level standard on STAAR. Staff Responsible for Monitoring: Principal Social studies department head Eighth-grade assistant principal Eighth-grade social studies teachers Reading MCL II or literacy support staff Special education and emergent bilingual staff, as appropriate 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Family and Community Engagement 4 - School Organization 6		Formative			Summative
		Oct	Jan	Mar	May
					1384

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 6 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 2: The campus has 25 first-year teachers who require intensive instructional, classroom-management, and professional support. Root Cause: Opening a new campus required the recruitment of many teachers at one time, resulting in the hiring of numerous candidates who are beginning their teaching careers.
Curriculum, Instruction, and Assessment
Problem Statement 7: Teachers across all content areas may not yet be fully prepared to provide the language supports needed by students transitioning from Spanish to English assessments. Root Cause: The campus has many new and first-year teachers with varying levels of training and experience in sheltered instruction, language-development strategies, and supporting emergent bilingual students.

Family and Community Engagement
Problem Statement 4: High student mobility may make it difficult to maintain consistent communication and build sustained partnerships with families. Root Cause: Frequent enrollments and withdrawals, changing contact information, housing instability, and family transitions can interrupt communication between the school and home.
School Organization
Problem Statement 6: The campus does not yet have historical organizational or performance data to determine which systems are most effective. Root Cause: Vasquez opened during the 2026-2027 school year and has not had sufficient time to collect, analyze, and compare multiple years of implementation data.

1385

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 2027, the percentage of students performing at the MEETS level on 8th Science STAAR at Adela & Gilbert Vasquez Middle School, will increase from 42% to 47%.

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

Strategy 1 Details	Reviews			
Strategy 1: Eighth grade science teachers will implement district-adopted high-quality instructional materials with fidelity and follow the district scope and sequence. Teachers will use aligned instructional sequences, teacher and student exemplars, exit tickets, common assessments, student work, and released STAAR items during PLCs to identify misconceptions, plan targeted reteaching, and reassess learning. Strategy's Expected Result/Impact: Students will receive consistent, rigorous instruction aligned with grade-level standards and the cognitive demands of the Science STAAR. Teachers will use formative assessment data to make timely instructional adjustments and address misconceptions. Students will strengthen their scientific knowledge, reasoning, data analysis, and application of concepts, increasing Meets Grade Level performance from 42% to at least 47%. Staff Responsible for Monitoring: Principal Science department head Science MCL I Eighth-grade assistant principal Eighth-grade science teachers 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 - Results Driven Accountability Problem Statements: Student Achievement 3	Formative			Summative
	Oct	Jan	Mar	May
				1386

Strategy 2 Details		Reviews			
Strategy 2: Teachers and instructional leaders will use prior STAAR results, district assessments, common assessments, exit tickets, and classroom data to identify priority standards and students performing below or approaching the Meets Grade Level standard. Identified students will receive targeted small-group instruction during science classes and intervention periods, including hands-on investigations, academic vocabulary development, analysis of models and data, and practice with stimulus-based questions. Strategy's Expected Result/Impact: Students will receive focused support that addresses specific content gaps and misconceptions. Hands-on investigations and targeted practice will strengthen students' ability to apply scientific concepts, interpret graphs and models, analyze evidence, and explain their reasoning. Frequent progress monitoring and flexible regrouping will increase student mastery and raise the percentage of students achieving Meets Grade Level on the eighth-grade Science STAAR. Staff Responsible for Monitoring: Principal Science department head Science MCL I Eighth-grade assistant principal Eighth-grade science teachers Special education and emergent bilingual staff, as appropriate 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 - Results Driven Accountability Problem Statements: Student Achievement 3		Formative			Summative
		Oct	Jan	Mar	May
					1387

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 7 Problem Statements:

Student Achievement
Problem Statement 3: Incoming eighth-grade students also demonstrated low performance in reading. Only 23% achieved Meets Grade Level or above, while 7% achieved Masters Grade Level. Root Cause: Students have gaps in reading comprehension, academic vocabulary, analysis of complex texts, and constructed-response writing. Instruction has not yet consistently provided the targeted intervention, rigorous practice, and timely feedback necessary to close these 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.

1388

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 May 2027, daily attendance at Adela & Gilbert Vasquez Middle School, will increase from 93.5% to 95%.

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: Monitoring by grade level attendance clerks

Weekly attendance dashboard

Strategy 1 Details	Reviews			
Strategy 1: The campus will implement a consistent attendance-monitoring system to identify students with emerging or chronic attendance concerns. The attendance clerk and grade-level teams will review attendance data weekly, contact families promptly, identify barriers, and provide tiered interventions. Interventions may include student conferences, parent conferences, attendance contracts, counseling referrals, home visits, and connections to campus or community resources. Strategy's Expected Result/Impact: Attendance concerns will be identified and addressed before students develop patterns of chronic absenteeism. Increased communication and individualized support will help families overcome barriers affecting attendance. Students will attend school more consistently, regain instructional time, and remain connected to academic and extracurricular programs, increasing campus attendance from 93.5% to at least 95%. Staff Responsible for Monitoring: Principal Grade-level assistant principals Attendance clerks Grade-level counselors SAS counselor Communities In Schools representative Teachers Title I: 2.53 - 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 - Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 3	Formative			Summative
	Oct	Jan	Mar	May
				1389

Strategy 2 Details		Reviews			
Strategy 2: Adela & Gilbert Vasquez Middle School will establish a positive attendance culture by explicitly teaching attendance expectations, communicating the connection between daily attendance and academic success, and recognizing students and grade levels for improved or consistent attendance. Attendance information will be shared through Facebook, parent communications, campus events, student conferences, and monthly celebrations. Strategy's Expected Result/Impact: Students and families will develop a stronger understanding of how attendance affects academic achievement, relationships, extracurricular eligibility, and long-term success. Recognition and consistent communication will increase student motivation, strengthen family engagement, and establish daily attendance as a shared campus priority. These efforts will reduce avoidable absences and support an increase in attendance to at least 95%. Staff Responsible for Monitoring: Principal Grade-level assistant principals Attendance clerks Grade-level counselors Teachers SAS counselor Communities In Schools representative Campus leadership team Title I: 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 2: Strategic Staffing, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 4		Formative			Summative
		Oct	Jan	Mar	May
					1390

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: The percentage of economically disadvantaged students is 75%, indicating that many students may encounter barriers related to technology, transportation, academic resources, enrichment opportunities, and support services. Root Cause: Many families within the attendance zone have limited financial resources, which may restrict students' access to learning materials, reliable transportation, technology, healthcare, and experiences outside of school. Problem Statement 4: Vasquez Middle School serves a highly transient community, with students frequently enrolling and withdrawing throughout the school year. This can create instructional gaps and disrupt the continuity of academic and support services Root Cause: Housing instability, changes in family employment, financial challenges, and frequent movement within or outside the attendance zone contribute to high student mobility.

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: Exclusionary discipline infractions will decrease from 1,695 to 1,200 by May 2027 at Adela & Gilbert Vasquez Middle School.

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: Monitored by grade level assistant principals and attendance clerks.

Campus spreadsheet to allow for debrief and reflection from the administrative team

Strategy 1 Details	Reviews			
Strategy 1: Adela & Gilbert Vasquez Middle School will explicitly teach, model, practice, and reinforce campus-wide expectations centered on being safe, responsible, and respectful. Staff will consistently implement the campus discipline ladder, classroom-managed interventions, restorative responses, and Emergent Tree Tier 1 practices. Walkthroughs and discipline-data reviews will be used to monitor consistency across classrooms and common areas. Strategy's Expected Result/Impact: Students will clearly understand behavioral expectations and experience consistent responses from adults across campus. Teachers will strengthen proactive classroom-management practices and address lower-level behaviors before they escalate. Increased consistency, positive reinforcement, and early intervention will reduce classroom removals and contribute to decreasing exclusionary discipline infractions from 1,695 to no more than 1,200. Staff Responsible for Monitoring: Principal Grade-level assistant principals Grade-level counselors Department heads Teachers Campus behavior-support staff Title I: 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 - Results Driven Accountability Problem Statements: Staff Quality, Recruitment, and Retention 2	Formative			Summative
	Oct	Jan	Mar	May
				1391

Strategy 2 Details		Reviews			
Strategy 2: Campus leaders will review discipline data regularly by student, grade level, location, time, behavior type, teacher, and student group to identify patterns and students needing additional support. Students with repeated referrals will receive individualized interventions such as check-in/check-out, counseling, behavior contracts, restorative conferences, mentoring, parent conferences, and referrals to campus or community services. Strategy's Expected Result/Impact: Behavior patterns and contributing factors will be identified early, allowing the campus to provide targeted support before behaviors result in repeated classroom removals or exclusionary consequences. Students will develop stronger self-management, decision-making, conflict-resolution, and relationship skills. Targeted interventions and progress monitoring will reduce repeat infractions and improve students' access to classroom instruction. Staff Responsible for Monitoring: Principal Grade-level assistant principals Grade-level counselors SAS counselor Communities In Schools representative Teachers Special education staff, when appropriate Campus leadership team Title I: 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 2: Strategic Staffing, Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 4		Formative			Summative
		Oct	Jan	Mar	May
					1392

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: Vasquez Middle School serves a highly transient community, with students frequently enrolling and withdrawing throughout the school year. This can create instructional gaps and disrupt the continuity of academic and support services Root Cause: Housing instability, changes in family employment, financial challenges, and frequent movement within or outside the attendance zone contribute to high student mobility.
Staff Quality, Recruitment, and Retention
Problem Statement 2: The campus has 25 first-year teachers who require intensive instructional, classroom-management, and professional support. Root Cause: Opening a new campus required the recruitment of many teachers at one time, resulting in the hiring of numerous candidates who are beginning their teaching careers.

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 2027, Adela & Gilbert Vasquez Middle School, will increase College, Career, and Military Readiness (CCMR) efforts by prioritizing AVID strategies across all content areas to prepare students for future academic success.

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%, 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%

Evaluation Data Sources: AVID evidence

Grade level lesson slides

Student growth in assessments

1393

Strategy 1 Details	Reviews			
Strategy 1: Teachers across all content areas will consistently implement AVID strategies through the WICOR framework: Writing, Inquiry, Collaboration, Organization, and Reading. Instruction will incorporate strategies such as focused note-taking, essential questions, quick writes, academic discourse, collaborative learning, organization systems, and critical reading of complex texts. Teachers will receive professional learning, modeling, collaborative planning, and feedback to support implementation. Strategy's Expected Result/Impact: Students will strengthen the academic habits and skills required for success in advanced secondary coursework, college, and careers. Consistent use of WICOR strategies will improve students' critical thinking, organization, communication, collaboration, reading comprehension, and written expression. Students will become more independent learners who can engage successfully with rigorous academic content. Staff Responsible for Monitoring: Principal AVID coordinator Grade-level assistant principals Department heads Opportunity Culture coaches AVID elective teacher Classroom teachers Title I: 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 6 - Family and Community Engagement 4	Formative			Summative
	Oct	Jan	Mar	May
				1394

Strategy 2 Details		Reviews			
Strategy 2: Adela & Gilbert Vasquez Middle School, will provide students with structured opportunities to explore college, career, and military pathways through AVID lessons, guest speakers, career-interest inventories, college and career research, campus visits when available, and participation in college and career awareness events. Students will develop individualized academic and future-readiness goals and regularly reflect on their progress. Strategy's Expected Result/Impact: Students will increase their awareness of postsecondary options and understand the academic, behavioral, and organizational requirements needed to pursue their goals. Exposure to a variety of pathways will help students connect current learning and attendance to future opportunities. Students will develop stronger motivation, self-advocacy, goal-setting skills, and confidence in their ability to achieve future academic and career success. Staff Responsible for Monitoring: Principal AVID coordinator Grade-level counselors Grade-level assistant principals AVID elective teacher Classroom teachers Communities In Schools representative Campus leadership team Title I: 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 3		Formative			Summative
		Oct	Jan	Mar	May
					1395
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: The percentage of economically disadvantaged students is 75%, indicating that many students may encounter barriers related to technology, transportation, academic resources, enrichment opportunities, and support services. Root Cause: Many families within the attendance zone have limited financial resources, which may restrict students' access to learning materials, reliable transportation, technology, healthcare, and experiences outside of school.
Problem Statement 6: Enrollment changes throughout the year can affect class sizes, staffing needs, intervention groups, and resource allocation. Root Cause: Frequent student entries and withdrawals cause enrollment numbers and student needs to fluctuate after staffing, scheduling, and resource decisions have already been made.

Family and Community Engagement

Problem Statement 4: High student mobility may make it difficult to maintain consistent communication and build sustained partnerships with families. Root Cause: Frequent enrollments and withdrawals, changing contact information, housing instability, and family transitions can interrupt communication between the school and home.

1396

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, at least 30% of students will meet or exceed thier individualized expected growth targets on the i-Ready Reading and Mathematics Diagnostics as measured from the 2026 Beginning-of-Year Diagnostic to the 2027 End-of-Year Diagnostic through high-quality Tier 1 instruction and targeted interventions at Adela & Gilbert Vasquez Middle School.

HB3 Board Goal

Evaluation Data Sources: i-Ready Reading and Mathematics Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Reading and mathematics teachers will implement district-adopted high-quality instructional materials with fidelity and follow aligned instructional sequences. During PLCs, teachers will use teacher and student exemplars, exit tickets, common assessments, student work, and i-Ready data to identify misconceptions, plan instructional adjustments, provide targeted reteaching, and reassess student mastery. Opportunity Culture coaches will support implementation through collaborative planning, lesson rehearsal, modeling, observation, and actionable feedback. Strategy's Expected Result/Impact: Students will receive consistent, rigorous, grade-level instruction in reading and mathematics across classrooms. Teachers will strengthen their ability to identify learning gaps and respond through timely instructional adjustments. Improved Tier 1 instruction will increase students' reading comprehension, written expression, conceptual understanding, mathematical reasoning, and progress toward individualized growth targets. At least 30% of students will meet or exceed their expected i-Ready growth targets by May 2027. Staff Responsible for Monitoring: Principal Grade-level assistant principals Reading and mathematics department heads Reading and mathematics MCL IIs Mathematics and reading MTRTs Reading and mathematics teachers Special education and emergent bilingual staff Title I: 2.51, 2.52 - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 4, 5				1397

Strategy 2 Details		Reviews			
Strategy 2: Campus leaders and teachers will use BOY, MOY, and EOY i-Ready Diagnostic data, personalized learning pathways, and classroom assessment results to identify individual student needs. Students will set and monitor personalized growth goals and receive targeted small-group intervention or enrichment during Reading, Mathematics, and Roundup. Groups will be adjusted regularly based on lesson completion, pass rates, formative assessments, and progress toward expected growth. Strategy's Expected Result/Impact: Students will understand their individual growth goals and take greater ownership of their academic progress. Targeted instruction will address specific skill gaps, while frequent progress monitoring will allow teachers to adjust interventions promptly. Students will demonstrate accelerated growth in reading and mathematics, resulting in at least 30% meeting or exceeding their individualized expected growth targets from BOY to EOY. Staff Responsible for Monitoring: Principal Grade-level assistant principals Reading and mathematics department heads Reading and mathematics MCL IIs Mathematics and reading MTRTs TRT and intervention staff Reading and mathematics teachers Special education and emergent bilingual staff Title I: 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 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 2, 3		Formative			Summative
		Oct	Jan	Mar	May
					1398

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: Incoming eighth-grade students demonstrated significant mathematics achievement gaps in seventh grade. Only 13% achieved Meets Grade Level or above, and no students achieved Masters Grade Level on the STAAR mathematics assessment. Root Cause: Students have unfinished learning in foundational mathematics concepts and have had insufficient opportunities to engage consistently in rigorous, grade-level problem-solving, mathematical discourse, and written justification of their thinking.

Student Achievement

Problem Statement 3: Incoming eighth-grade students also demonstrated low performance in reading. Only 23% achieved Meets Grade Level or above, while 7% achieved Masters Grade Level. **Root Cause:** Students have gaps in reading comprehension, academic vocabulary, analysis of complex texts, and constructed-response writing. Instruction has not yet consistently provided the targeted intervention, rigorous practice, and timely feedback necessary to close these gaps.

Problem Statement 4: Incoming seventh-grade students demonstrated limited advanced achievement in mathematics, with only 8% reaching Masters Grade Level. **Root Cause:** Students have not consistently received the depth of grade-level instruction, higher-order problem-solving opportunities, and enrichment needed to move from basic proficiency to mastery.

Problem Statement 5: Incoming seventh-grade students demonstrated limited advanced achievement in reading, with only 11% reaching Masters Grade Level. **Root Cause:** Students need more consistent opportunities to analyze increasingly complex texts, support responses with textual evidence, write at the depth required by the standard, and receive actionable feedback that advances their performance to the Masters level.

1399

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, 100% of teachers will implement district curriculum and standards-aligned instructional practices with fidelity as evidenced through walkthroughs, PLC documentation, and coaching cycle data at Adela & Gilbert Vasquez Middle School.

Evaluation Data Sources: Walkthrough data
PLC evidence collected
Coaching cycle data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in structured PLCs to internalize district high-quality instructional materials, unpack priority standards, follow district pacing guides, and develop aligned instructional sequences. PLCs will incorporate lesson rehearsals, teacher exemplars, student-facing exemplars, checks for understanding, exit tickets, and plans for reteaching. Department heads and Opportunity Culture coaches will provide differentiated support to ensure consistent curriculum implementation. Strategy's Expected Result/Impact: Teachers will develop a shared understanding of the standards, instructional rigor, district curriculum, and expectations for student mastery. Lessons, learning activities, and assessments will be consistently aligned to grade-level standards. Students will receive equitable access to rigorous district curriculum across classrooms, resulting in stronger instructional consistency and improved academic outcomes. Staff Responsible for Monitoring: Principal Grade-level assistant principals Department heads MCLs and MTRTs Opportunity Culture coaches Classroom teachers Title I: 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 - Targeted Support Strategy - Results Driven Accountability Problem Statements: Staff Quality, Recruitment, and Retention 6				1400

Strategy 2 Details		Reviews			
Strategy 2: Campus administrators, department heads, and Opportunity Culture coaches will conduct regular instructional walkthroughs and review PLC artifacts to monitor curriculum implementation and standards alignment. Walkthrough and coaching data will be used to identify campus-wide trends and individual teacher needs. Teachers will receive timely, actionable feedback, modeling, lesson rehearsal, observation, and follow-up support through differentiated coaching cycles. Strategy's Expected Result/Impact: Teachers will receive consistent feedback and job-embedded professional learning based on evidence from classroom practice. Identified gaps in curriculum implementation and instructional alignment will be addressed promptly through coaching and follow-up observations. Teacher capacity, instructional consistency, and fidelity to the district curriculum will increase, resulting in 100% of teachers demonstrating standards-aligned practices by May 2027. Staff Responsible for Monitoring: Principal Grade-level assistant principals Department heads MCLs and MTRTs Opportunity Culture coaches Campus instructional leadership team Title I: 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 - Targeted Support Strategy - Results Driven Accountability Problem Statements: School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 6		Formative			Summative
		Oct	Jan	Mar	May
					1401

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 2: Staff members are still learning one another's strengths, areas for growth, communication styles, and approaches to serving students. Root Cause: Employees joined the campus from different schools, grade levels, and professional backgrounds and have had limited time to develop trust, shared practices, and strong working relationships.
Staff Quality, Recruitment, and Retention
Problem Statement 6: The campus's instructional leaders may have difficulty providing the frequency and intensity of coaching needed by all beginning teachers. Root Cause: The large number of first-year teachers creates a high demand for observation, modeling, feedback, co-planning, classroom-management support, and certification guidance.

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, Adela & Gilbert Vasquez Middle School, will increase iLead implementation trackability from 0% to 100% by May 2027.

Evaluation Data Sources: Administrative Team Walkthroughs
Counselor Team Walkthroughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Social Studies teachers will embed designated iLead lessons and leadership activities into standards-aligned units in grades 6-8. Teachers will connect iLead concepts--including leadership, responsible citizenship, civic participation, communication, collaboration, ethical decision-making, and problem-solving--to the appropriate Social Studies TEKS. Strategy's Expected Result/Impact: All students in grades 6-8 will receive consistent leadership instruction within their required Social Studies courses. Students will strengthen their understanding of responsible citizenship, civic participation, effective leadership, collaboration, communication, and ethical decision-making while mastering grade-level Social Studies TEKS. By May 2027, 100% of Social Studies teachers will have implemented and documented the required iLead lessons and activities. Staff Responsible for Monitoring: Principal Social Studies department head Grade-level assistant principals Social Studies teachers Counselors Title I: 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 2: Strategic Staffing, Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Demographics 3				1402

Strategy 2 Details		Reviews			
Strategy 2: Adela & Gilbert Vasquez Middle School, will develop a common iLead implementation calendar for grades 6-8. Social Studies teachers will document each completed lesson, the aligned TEKS, date of implementation, leadership competency addressed, and evidence of student learning. PLCs will review implementation data monthly, examine student artifacts, and plan adjustments or make-up opportunities when lessons are not completed. Strategy's Expected Result/Impact: The campus will move from having no consistent system for tracking iLead to a clearly documented implementation rate of 100%. Monthly monitoring will allow leaders to identify gaps, provide support, and ensure equitable access across all grades and classrooms. Students will produce measurable evidence demonstrating growth in leadership, civic responsibility, communication, collaboration, and problem-solving. Staff Responsible for Monitoring: Principal Social Studies department head Grade-level assistant principals Social Studies teachers Counselors Campus leadership team Title I: 2.51, 2.53 - 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 - Targeted Support Strategy Problem Statements: Family and Community Engagement 4		Formative			Summative
		Oct	Jan	Mar	May
					1403
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: The percentage of economically disadvantaged students is 75%, indicating that many students may encounter barriers related to technology, transportation, academic resources, enrichment opportunities, and support services. Root Cause: Many families within the attendance zone have limited financial resources, which may restrict students' access to learning materials, reliable transportation, technology, healthcare, and experiences outside of school.
Family and Community Engagement
Problem Statement 4: High student mobility may make it difficult to maintain consistent communication and build sustained partnerships with families. Root Cause: Frequent enrollments and withdrawals, changing contact information, housing instability, and family transitions can interrupt communication between the school and home.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, Adela & Gilbert Vasquez Middle School, will increase the percentage of students reporting a positive sense of school connectedness on the Panorama Survey from 34% to 40% by fostering meaningful relationships, increasing student engagement, and promoting a positive school culture.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Adela & Gilbert Vasquez Middle School will use Roundup and Social Studies classrooms to provide structured relationship-building activities, student check-ins, goal setting, leadership lessons, and social-emotional support. Each student will be intentionally connected to a trusted adult who monitors the student's academic progress, attendance, behavior, well-being, and participation. Panorama Survey results and student feedback will be reviewed to identify student groups needing additional support. Strategy's Expected Result/Impact: Students will develop stronger, more meaningful relationships with trusted adults and peers. Regular check-ins will help staff identify academic, social-emotional, attendance, and behavioral concerns earlier and connect students with appropriate support. Students will feel known, valued, supported, and included, increasing positive school-connectedness responses on the Panorama Survey from 34% to at least 40%. Staff Responsible for Monitoring: Principal Grade-level assistant principals Grade-level counselors Roundup/ Social Studies teachers SAS counselor Communities In Schools representative Campus leadership team Title I: 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 Problem Statements: Demographics 3				1404

Strategy 2 Details		Reviews			
Strategy 2: The campus will expand opportunities for students to participate in athletics, fine arts, clubs, leadership programs, monthly events, and campus traditions. Student voice will be gathered through surveys, student leadership groups, focus groups, and classroom discussions. Students will help plan activities, celebrations, service projects, and traditions that reflect the Diamondback identity and the campus expectations of being safe, responsible, respectful, and legendary. Strategy's Expected Result/Impact: Students will have increased opportunities to contribute to the campus community, develop leadership skills, build positive peer relationships, and participate in activities aligned with their interests. Incorporating student feedback into campus decisions will strengthen ownership, engagement, school pride, and belonging. These efforts will increase the percentage of students reporting a positive sense of school connectedness to at least 40%. Staff Responsible for Monitoring: Principal Grade-level assistant principals Grade-level counselors Athletics and fine arts staff Teachers Campus leadership team Title I: 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 2: Strategic Staffing, Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Student Achievement 6		Formative			Summative
		Oct	Jan	Mar	May
					1405

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: The percentage of economically disadvantaged students is 75%, indicating that many students may encounter barriers related to technology, transportation, academic resources, enrichment opportunities, and support services. Root Cause: Many families within the attendance zone have limited financial resources, which may restrict students' access to learning materials, reliable transportation, technology, healthcare, and experiences outside of school.
Student Achievement
Problem Statement 6: Emergent bilingual students who previously tested in Spanish may lack confidence when speaking, reading, and writing academically in English, which may limit classroom participation and assessment performance. Root Cause: Students have had limited structured opportunities to practice academic English in a supportive environment through reading, writing, listening, and speaking across all content areas.

Ector County Independent School District
Wilson & Young Middle School
2026-2027 Board Goals/Performance Objectives/Strategies

1406

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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. 18

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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 2027, the percentage of students achieving or exceeding their Reading iReady goal will increase by 5% from Beginning of Year to End of Year

HB3 Board Goal

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: BOY to EOY iReady Results

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 iReady, Checkpoint Data, and STAAR Interim. Strategy's Expected Result/Impact: Increase student growth and STAAR performance growth levels Staff Responsible for Monitoring: RLA Teachers, RLA MCLs, Instructional Coach, Assistant Principals, and Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1 - School Organization 1	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 number of students obtaining growth Staff Responsible for Monitoring: RLA Teachers, RLA MCLs, and Admin TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - Student Achievement 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Demographics	
Problem Statement 1: Problem Statement 1: Special education students are performing below grade level (meets) in comparison to their peers in Math (6-8) and RLA (6-8) as measured by the 2026 STAAR. Root Cause: Lack of training in differentiation and Special Education strategies.	
Student Achievement	1409
Problem Statement 1: In the 2025-2026 STAAR assessments, students in key sub-populations--including Special Education, English Learners, and Economically Disadvantaged students consistently performed below their grade-level peers across core tested areas. Root Cause: Tier 2 and Tier 3 instruction lacks consistency, targeted differentiation, and progress monitoring systems necessary to meet the diverse academic needs all students with an emphasis of SPED, EB, and Economically Disadvantaged students.	
School Organization	
Problem Statement 1: Students indicate a lack of engagement in class and a lack understanding by the adults in the school. Root Cause: Students believe that school feels like a one-way street--focused more on rules and test scores than on building real relationships or making lessons relevant to their lives.	

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 2027, the percentage of students achieving or exceeding their math iReady goal will increase by 5% from Beginning of Year to End of Year.

HB3 Board Goal

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: iReady BOY to EOY Results

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 iReady, Checkpoint Data, and STAAR Interim. Strategy's Expected Result/Impact: Increase number of students achieving growth in STAAR and EOY results Staff Responsible for Monitoring: Math Teachers, Math MCLs, Instructional Coach, Assistant Principals, and Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
				1410

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 growth goal. Staff Responsible for Monitoring: Math Teachers, Math MCLs, Instructional Coach, Assistant Principals, and Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: 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:

Demographics	1411
Problem Statement 1: Problem Statement 1: Special education students are performing below grade level (meets) in comparison to their peers in Math (6-8) and RLA (6-8) as measured by the 2026 STAAR. Root Cause: Lack of training in differentiation and Special Education strategies.	
Student Achievement	
Problem Statement 1: In the 2025-2026 STAAR assessments, students in key sub-populations--including Special Education, English Learners, and Economically Disadvantaged students consistently performed below their grade-level peers across core tested areas. Root Cause: Tier 2 and Tier 3 instruction lacks consistency, targeted differentiation, and progress monitoring systems necessary to meet the diverse academic needs all students with an emphasis of SPED, EB, and Economically Disadvantaged students.	

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 2027, the percentage of students performing at the masters level on the Algebra I EOC will increase from 71% to 76% as measured by STAAR.

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 Results

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 71% - 76% Staff Responsible for Monitoring: Algebra Teacher, Assistant Principal, and Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1		Formative			Summative
		Oct	Jan	Mar	May
					1412
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. iReady 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 percentage of students performing at the Master level on STAAR Alg 1 EOC Staff Responsible for Monitoring: Algebra Teacher, Assistant Principal. and Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: 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: In the 2025-2026 STAAR assessments, students in key sub-populations--including Special Education, English Learners, and Economically Disadvantaged students consistently performed below their grade-level peers across core tested areas. **Root Cause:** Tier 2 and Tier 3 instruction lacks consistency, targeted differentiation, and progress monitoring systems necessary to meet the diverse academic needs all students with an emphasis of SPED, EB, and Economically Disadvantaged students.

1413

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 2027, the percentage of students performing at the meets level on the math STAAR will increase from to 38% to 45% as measured by STAAR.

HB3 Board Goal

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 iReady, STAAR Interim, STAAR test, formative assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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 2027 STAAR Staff Responsible for Monitoring: 7th Math Teachers, 7th Math MCL, Assistant Principal, and Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1 - Technology 1				1414

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 percentage of 7th grade math students performing at the meets level to 35% Staff Responsible for Monitoring: 7th Math Teachers, 7th Math MCL, Assistant Principal, and Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Problem Statement 1: Special education students are performing below grade level (meets) in comparison to their peers in Math (6-8) and RLA (6-8) as measured by the 2026 STAAR. Root Cause: Lack of training in differentiation and Special Education strategies.
Student Achievement
Problem Statement 1: In the 2025-2026 STAAR assessments, students in key sub-populations--including Special Education, English Learners, and Economically Disadvantaged students consistently performed below their grade-level peers across core tested areas. Root Cause: Tier 2 and Tier 3 instruction lacks consistency, targeted differentiation, and progress monitoring systems necessary to meet the diverse academic needs all students with an emphasis of SPED, EB, and Economically Disadvantaged students.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Teacher retention continues to increase from the 24-25 school year, but is still well under the state average of 88%. Root Cause: Increase in non-certified staff causes a greater workload on certified staff leading to a lack of purposeful planning, training, coaching, timely feedback, and administrative support
Technology
Problem Statement 1: Portables lack consistent WiFi access Root Cause: Inconsistent Wi-Fi connectivity in portable classrooms directly restricts student access to technology. This infrastructure gap undermines the equitable implementation of blended learning strategies, specifically impacting the fidelity of small-group and individualized instruction across core content areas with a primary focus on Math & RLA.

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 2027, the percentage of RLA students performing at the meets level will increase from 52% to 55%

HB3 Board Goal

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 2027

Strategy 1 Details	Reviews			
Strategy 1: Using I-Ready 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 percentage of students performing at the meets level on STAAR 2027 Staff Responsible for Monitoring: RLA Teachers, RLA MCL, Instructional Coach, Assistant Principal, and Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
				1416
Strategy 2 Details	Reviews			
Strategy 2: RLA teachers will continue to 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 2027 STAAR Staff Responsible for Monitoring: RLA MCLs and Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Technology 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 5 Problem Statements:

Student Achievement

Problem Statement 1: In the 2025-2026 STAAR assessments, students in key sub-populations--including Special Education, English Learners, and Economically Disadvantaged students consistently performed below their grade-level peers across core tested areas. **Root Cause:** Tier 2 and Tier 3 instruction lacks consistency, targeted differentiation, and progress monitoring systems necessary to meet the diverse academic needs all students with an emphasis of SPED, EB, and Economically Disadvantaged students.

Technology

Problem Statement 1: Portables lack consistent WiFi access **Root Cause:** Inconsistent Wi-Fi connectivity in portable classrooms directly restricts student access to technology. This infrastructure gap undermines the equitable implementation of blended learning strategies, specifically impacting the fidelity of small-group and individualized instruction across core content areas with a primary focus on Math & RLA.

1417

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 2027, the percentage of 8th grade students performing meets level on Science will increase from 47% to 55%

Evaluation Data Sources: STAAR interim and STAAR 2027 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 percentage of meets level student performance Staff Responsible for Monitoring: 8th Grade Science PLC, 8th Science MCL, Assistant Principal, Principal ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
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 Science Team , Assistant Principal, and Principal Title I: 2.51 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: PLC and Classroom Coaching - Title Two Professional Development - \$30,000	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Student Achievement

Problem Statement 1: In the 2025-2026 STAAR assessments, students in key sub-populations--including Special Education, English Learners, and Economically Disadvantaged students consistently performed below their grade-level peers across core tested areas. **Root Cause:** Tier 2 and Tier 3 instruction lacks consistency, targeted differentiation, and progress monitoring systems necessary to meet the diverse academic needs all students with an emphasis of SPED, EB, and Economically Disadvantaged students.

1419

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 44% 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, Assistant Principal, Principal Title I: 2.51 - 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
					1420
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 teachers, Assistant Principal, Principal Title I: 2.51 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: PLC and Classroom Coaching - Title Two Professional Development - \$30,000		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 7 Problem Statements:

Student Achievement

Problem Statement 1: In the 2025-2026 STAAR assessments, students in key sub-populations--including Special Education, English Learners, and Economically Disadvantaged students consistently performed below their grade-level peers across core tested areas. **Root Cause:** Tier 2 and Tier 3 instruction lacks consistency, targeted differentiation, and progress monitoring systems necessary to meet the diverse academic needs all students with an emphasis of SPED, EB, and Economically Disadvantaged students.

1421

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

1422

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: 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.

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: 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 Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				1423
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 percentage 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
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Problem Statement 1: Special education students are performing below grade level (meets) in comparison to their peers in Math (6-8) and RLA (6-8) as measured by the 2026 STAAR. Root Cause: Lack of training in differentiation and Special Education strategies.
Curriculum, Instruction, and Assessment
Problem Statement 1: The high number of inexperienced teachers on campus has resulted in inconsistent delivery of Tier 1 instruction and a lack of instructional rigor. Root Cause: The breakdown in Tier 1 instructional quality comes down to a support gap: we have a high concentration of novice staff, but lack the intensive coaching, clear standards, and daily planning tools required to help them deliver high-rigor lessons.

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 May of 2027, student attendance will increase from 93.1% to 94.5%

Indicators of Success:

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

Evaluation Data Sources: Attendance Reports

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: Become more accurate reporting attendance daily Staff Responsible for Monitoring: Attendance Clerks, AP's, Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1 - School Organization 1	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 percentage of students attending school Staff Responsible for Monitoring: Attendance Clerks, AP's, Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Family and Community Engagement
Problem Statement 1: Parental involvement does not include all parents/guardians at Wilson and Young, leading to a fractured relationship between some of the community and the campus. Root Cause: Daily communication between staff and parents/guardians does not happen regularly.

School Organization

Problem Statement 1: Students indicate a lack of engagement in class and a lack understanding by the adults in the school. **Root Cause:** Students believe that school feels like a one-way street--focused more on rules and test scores than on building real relationships or making lessons relevant to their lives.

1426

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 of 2027, decrease the number of discipline referrals from 1289 to 1050.

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 ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
				1427
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 Problem Statements: School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Implementation of Campus Discipline Matrix Strategy's Expected Result/Impact: Calibrate responses to referrals for consistency Staff Responsible for Monitoring: APs, Principal 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 3 Problem Statements:

School Culture and Climate
Problem Statement 1: As measured by the most recent Panorama staff survey, faculty and staff reported a 9% decline in satisfaction with the input staff has on decision making on the campus. Root Cause: The 9% drop in satisfaction comes down to a clear gap: decisions feel reactive and one-sided, leaving staff unsure how--or if--their feedback impacts final outcomes.
Family and Community Engagement
Problem Statement 1: Parental involvement does not include all parents/guardians at Wilson and Young, leading to a fractured relationship between some of the community and the campus. Root Cause: Daily communication between staff and parents/guardians does not happen regularly.
School Organization
Problem Statement 1: Students indicate a lack of engagement in class and a lack understanding by the adults in the school. Root Cause: Students believe that school feels like a one-way street--focused more on rules and test scores than on building real relationships or making lessons relevant to their lives.

1428

Board Goal 4: Classroom Excellence

Performance Objective 1: Wilson and Young will increase the teacher retention rate to 70% by May of 2027

Evaluation Data Sources: Staff Retention Rate for 2027-2028 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: APs, Principal, Mentors ESF Levers: Lever 2: Strategic Staffing Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1	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 to 65%. Opportunity Culture will provide coaching in RLA, Math, and Science through the PLC process, in classroom coaching, modeling, and timely feedback. Strategy's Expected Result/Impact: Increase in student growth & Increase in teacher/staff retention Staff Responsible for Monitoring: IC, MCLs, APs, Principal Title I: 2.51 - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 Funding Sources: 3 MCL I, 3 MCL II - Title One School- Improvement - \$96,000	Formative			Summative
	Oct	Jan	Mar	May
				1429
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: As measured by the most recent Panorama staff survey, faculty and staff reported a 9% decline in satisfaction with the input staff has on decision making on the campus. Root Cause: The 9% drop in satisfaction comes down to a clear gap: decisions feel reactive and one-sided, leaving staff unsure how--or if--their feedback impacts final outcomes.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Teacher retention continues to increase from the 24-25 school year, but is still well under the state average of 88%. Root Cause: Increase in non-certified staff causes a greater workload on certified staff leading to a lack of purposeful planning, training, coaching, timely feedback, and administrative support
Curriculum, Instruction, and Assessment
Problem Statement 1: The high number of inexperienced teachers on campus has resulted in inconsistent delivery of Tier 1 instruction and a lack of instructional rigor. Root Cause: The breakdown in Tier 1 instructional quality comes down to a support gap: we have a high concentration of novice staff, but lack the intensive coaching, clear standards, and daily planning tools required to help them deliver high-rigor lessons.

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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 to 40% by May 2027

Evaluation Data Sources: Student engagement walkthroughs, Panorama Data, STAAR 2027 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 ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
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 - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Problem Statement 1: Special education students are performing below grade level (meets) in comparison to their peers in Math (6-8) and RLA (6-8) as measured by the 2026 STAAR. Root Cause: Lack of training in differentiation and Special Education strategies.

Student Achievement
Problem Statement 1: In the 2025-2026 STAAR assessments, students in key sub-populations--including Special Education, English Learners, and Economically Disadvantaged students consistently performed below their grade-level peers across core tested areas. Root Cause: Tier 2 and Tier 3 instruction lacks consistency, targeted differentiation, and progress monitoring systems necessary to meet the diverse academic needs all students with an emphasis of SPED, EB, and Economically Disadvantaged students.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Teacher retention continues to increase from the 24-25 school year, but is still well under the state average of 88%. Root Cause: Increase in non-certified staff causes a greater workload on certified staff leading to a lack of purposeful planning, training, coaching, timely feedback, and administrative support
Curriculum, Instruction, and Assessment
Problem Statement 1: The high number of inexperienced teachers on campus has resulted in inconsistent delivery of Tier 1 instruction and a lack of instructional rigor. Root Cause: The breakdown in Tier 1 instructional quality comes down to a support gap: we have a high concentration of novice staff, but lack the intensive coaching, clear standards, and daily planning tools required to help them deliver high-rigor lessons.
School Organization
Problem Statement 1: Students indicate a lack of engagement in class and a lack understanding by the adults in the school. Root Cause: Students believe that school feels like a one-way street--focused more on rules and test scores than on building real relationships or making lessons relevant to their lives.

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Board Goal 5: Culture of Excellence

Performance Objective 1: Wilson and Young school connectedness indicator will increase to 45% by May 2027 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 Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
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 percent 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 Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May

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 Problem Statements: Demographics 1 - Family and Community Engagement 1 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Problem Statement 1: Special education students are performing below grade level (meets) in comparison to their peers in Math (6-8) and RLA (6-8) as measured by the 2026 STAAR. Root Cause: Lack of training in differentiation and Special Education strategies.
Family and Community Engagement
Problem Statement 1: Parental involvement does not include all parents/guardians at Wilson and Young, leading to a fractured relationship between some of the community and the campus. Root Cause: Daily communication between staff and parents/guardians does not happen regularly.
School Organization
Problem Statement 1: Students indicate a lack of engagement in class and a lack understanding by the adults in the school. Root Cause: Students believe that school feels like a one-way street--focused more on rules and test scores than on building real relationships or making lessons relevant to their lives.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, Wilson and Young Middle School will increase the percentage of students who report experiencing rigorous academic expectations in their classrooms to 65%, as measured by the Panorama Student Survey

HB3 Board Goal

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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, IC, Principal 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 Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1				1435
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Wilson and Young will prioritize strong instruction within RLA and Math in 6th and 7th grade through block scheduling. 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 Problem Statements: Curriculum, Instruction, and Assessment 1				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 1: As measured by the most recent Panorama staff survey, faculty and staff reported a 9% decline in satisfaction with the input staff has on decision making on the campus. **Root Cause:** The 9% drop in satisfaction comes down to a clear gap: decisions feel reactive and one-sided, leaving staff unsure how--or if--their feedback impacts final outcomes.

Curriculum, Instruction, and Assessment

Problem Statement 1: The high number of inexperienced teachers on campus has resulted in inconsistent delivery of Tier 1 instruction and a lack of instructional rigor. **Root Cause:** The breakdown in Tier 1 instructional quality comes down to a support gap: we have a high concentration of novice staff, but lack the intensive coaching, clear standards, and daily planning tools required to help them deliver high-rigor lessons.

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Ector County Independent School District

Zavala Elementary

2026-2027 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 May 2027, the percentage of students performing at the Meets Grade Level standard or above on grades 3-5 Math STAAR will increase from 38% 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 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
Exit Tickets
Data Driven Instruction Analysis during Professional Learning communities
Walk-throughs
Feedback and Coaching
Tutoring performance outcomes
iReady
Checkpoints
Walk-throughs
STAAR Interim

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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 2027, the percentage of students performing at the Meets Grade Level standard or above on grades 3-5 Reading STAAR will increase from 35% 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:

Lesson Plans
Exit Tickets
Data Driven Instruction Analysis during Professional Learning communities

Walk-throughs
Feedback and Coaching
Tutoring performance outcomes
iReady
Checkpoints
Walk-throughs
STAAR Interim

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 2027, the percentage of Grade 5 students performing at the Meets Grade Level standard on STAAR Science will increase from 21% to 31%.

Indicators of Success:

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

Evaluation Data Sources: Lesson Plans

Exit Tickets

Data Driven Instruction Analysis during Professional Learning communities

Walk-throughs

Feedback and Coaching

Tutoring performance outcomes

Checkpoints

Walk-throughs

STAAR Interim

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

Performance Objective 1: By May 2027, all Kindergarten through 3rd grade teachers will consistently implement evidence-based literacy instruction aligned to the Science of Teaching Reading and the Texas Essential Knowledge and Skills (TEKS) to increase the percentage of students reading at or 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 2: By May of 2027, the % of students performing at the MEETS level on 3rd grade Reading STAAR will increase from 28% to 35%

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 Interim, Checkpoint Data, iReady Diagnostics, STAAR Summative

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 Kinder-3rd grade students meeting their iReady stretch growth will increase 10% for each grade level: 22% for Kindergarten, 40% for 1st Grade, 31% for 2nd Grade, and 37% for 3rd Grade.

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: iReady Diagnostics

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

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Performance Objective 1: School Connectedness Student panorama data will increase from 65% 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: Panorama

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 sense of belonging will increase from 76% to 86%.

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

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: Student daily attendance will increase from 93.1% to 95%.

Indicators of Success:

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

Evaluation Data Sources: Campus attendance reports and district COC reports

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: Exclusionary disciplinary infractions will decrease from 34% to 24%.

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 SQL reports

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, 100% of classroom teachers will complete campus or district blended-learning professional development, and at least 85% will demonstrate consistent implementation of blended-learning strategies during classroom walkthroughs.

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Evaluation Data Sources: Walkthrough data and evidence of instructional growth

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, the percentage of classrooms consistently implementing AVID WICOR and structured student discourse will increase from not measured to 90%.

Evaluation Data Sources: Classroom walkthroughs and observations, AVID evidence

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, 100% of priority teachers will participate in documented observation and feedback coaching cycles by an MCL. At least 90% will demonstrate implementation of their identified action steps, as measured through coaching records and walkthrough data.

Evaluation Data Sources: Walkthrough data, Sibme notes

Board Goal 5: Culture of Excellence

Performance Objective 1: 100% of core classrooms will implement iLead with fidelity

Evaluation Data Sources: Observations and check-ins

Board Goal 5: Culture of Excellence

Performance Objective 2: Zavala Elementary will strengthen family engagement and student ownership by ensuring that all students maintain data folders to monitor academic progress and goal attainment. These folders will be used during parent teacher conferences to facilitate data driven conversations and ensure families have a clear understanding of their child's achievement, growth, and next steps for success.

Evaluation Data Sources: Parent sign-in sheets
Data folders

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DISCUSSION OF THE 2026 FACILITIES CONDITION ASSESSMENT CONDUCTED BY PARKHILL AND ALPHA FACILITIES SOLUTIONS

The Superintendent and the Board of Trustees will hear an overview of the findings of the comprehensive facilities condition assessment, which includes all building systems and spaces within the school district.