Ector County Independent School District

Barbara Jordan Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: D

Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Barbara Jordan Elementary School												
	Membership		Membership			Membership			Membership		
	Campus		Campus			Campus			Campus		
Student Information	**2021-2022**	**Percent**	**2022-2023**	**Percent**	**Difference**	**2023-2024**	**Percent**	**Difference**	**2024-2025**	**Percent**	**Difference**
Total Students	779	100.00%	890	100.00%	111	886	100.00%	111	803	100.00%	-83
Students by Grade:											
Kindergarten	128	16.40%	122	13.70%	-6	144	16.30%	22	118	14.70%	-26
Grade 1	135	17.30%	158	17.80%	23	112	12.60%	-46	137	17.10%	25
Grade 2	128	16.40%	154	17.30%	26	156	17.60%	2	104	13.00%	-52
Grade 3	151	19.40%	156	17.60%	5	163	18.40%	7	151	18.80%	-12
Grade 4	122	15.70%	171	19.30%	49	148	16.70%	-23	150	18.70%	2
Grade 5	115	14.80%	127	14.30%	12	163	18.40%	36	143	17.80%	-20
Ethnic Distribution:											
African American	30	3.90%	23	2.60%	-7	24	2.70%	1	23	2.60%	-7
Hispanic	555	71.20%	683	76.90%	128	673	76.00%	-10	683	76.90%	128
White	165	21.20%	161	18.10%	-4	164	18.50%	3	161	18.10%	-4
American Indian	4	0.50%	2	0.20%	-2	1	0.10%	-1	2	0.20%	-2
Asian	10	1.30%	7	0.80%	-3	8	0.90%	-1	7	0.80%	-3
Pacific Islander	2	0.30%	1	0.10%	-1	0	0.00%	-1	1	0.10%	-1
Two or More Races	13	1.70%	13	1.40%	0	16	1.80%	3	13	1.40%	0
Sex:											
Female	385	49.40%	436	49.10%	51	423	47.70%	-13	381	47.40%	-42
Male	394	50.60%	454	51.10%	60	463	52.30%	9	422	52.60%	-41

Barbara Jordan Elementary School										
Other Student Cohorts										
Economically Disadvantaged	350	44.90%	453	50.90%	103	534	60.30%	81	538	66.67%	4
Non-Educationally Disadvantaged	429	55.10%	437	49.10%	8	352	39.70%	-85	269	49.10%	-83
Section 504 Students	1	0.10%	1	0.10%	0	11	1.20%	10	24	2.30%	14
Students by Instructional Program:										
Bilingual/ESL Education	202	25.90%	266	29.90%	64	242	27.30%	-24	226	28.05%	-16
Gifted and Talented Education	36	4.60%	41	4.60%	5	48	5.40%	7	46	5.70%	-2
Special Education	71	9.10%	116	13.00%	45	120	13.50%	4	111	13.82%	-9

Demographics Strengths

Jordan's attendance rate has continued to improve for the third year in a row. Increased student attendance has been shown to show improvements in student learning.

Jordan will be fully staffed with DOI or certified teachers in all classroom positions.

Student Achievement

Student Achievement Summary

<u>Overall Ratings for Jordan Elementary:</u>

2022-2023: Overall Rating: Awaiting Accountability Ratings

- 3rd Reading:49% Meets, 3rd Math: 33% Meets
- 4th Reading: 40% Meets. 4th Math: 38% Meets
- 5th Reading: 43% Meets. 5th Math: 44% Meets 5th Science: 18% Meets

2023-2024: Overall Rating: Awaiting Accountability Ratings

- 3rd Reading:41% Meets, 3rd Math: 30% Meets
- 4th Reading: 42% Meets. 4th Math: 35% Meets
- 5th Reading: 44% Meets. 5th Math: 39% Meets 5th Science: 12% Meets

2024-2025: Overall Rating: Awaiting Accountability Ratings

- 3rd Reading:35% Meets, 3rd Math: 28% Meets
- 4th Reading: 42% Meets. 4th Math: 36% Meets
- 5th Reading: 44% Meets. 5th Math: 28% Meets 5th Science: 12% Meets

MAP Math												
Grade	Number of Students With Growth Projections			Number of Students Who Met Their Growth Projection			Percentage of Students Who Met Growth Projection			Student Median Conditional Growth Percentile		
SY	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
KG	97	131	100	65	98	82	67	75	82	66	67	79
1	110	100	121	73	67	80	66	67	66	63	68	61
2	129	138	97	74	36	51	57	26	53	53	30	55
3	123	146	131	93	53	73	76	36	56	76	36	50
4	140	132	136	55	33	46	39	25	34	39	30	36
5	107	140	127	54	42	60	50	30	47	50	32	43

MAP Math												

MAP Reading												
Grade	Number of Students With Growth Projections			Number of Students Who Met Their Growth Projection			Percentage of Students Who Met Growth Projection			Student Median Conditional Growth Percentile		
SY	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
KG	96	135	103	54	88	68	56	65	66	53	60	64
1	110	99	121	63	49	74	57	49	61	56	48	57
2	129	137	94	64	69	54	50	50	57	47	50	56
3	123	149	131	95	90	72	77	60	55	75	60	52
4	140	131	136	70	50	56	50	38	41	49	35	39
5	107	140	126	61	46	72	57	33	57	51	35	52

MAP Science												
Grade	Number of Students With Growth Projections			Number of Students Who Met Their Growth Projection			Percentage of Students Who Met Growth Projection			Student Median Conditional Growth Percentile		
SY	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
3	131	157	140	83	101	91	63	64	65	59	57	64
4	140	129	138	59	66	83	42	51	60	44	48	59
5	106	140	134	58	83	87	55	59	65	50	56	58

Student Achievement Strengths

1. K-2 continue to show academic growth in MAP reading scores.

2. 4th Grade Reading continues to outperform the distcit on STAAR.

3. K-1 shows substantial growth in Math MAP Scores

4. 3-5 continue to meet targeted Science MAP growth annually.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Math performance in Grades 4 and 5 remains below expectations. In Grade 4, only 26% of students met STAAR standards, with 14% mastering content. Grade 5 showed minimal improvement, with just 29% meeting expectations and 9% achieving mastery. Nearly one-third or more of students in both grades did not meet minimum standards.
Root Cause: Low math performance in Grades 4 and 5 is mainly due to frequent teacher absences and staffing instability in 4th grade, causing gaps in instruction. Some teachers also struggle to differentiate instruction and address unfinished learning, while the current curriculum lacks enough rigor to build strong problem-solving skills. These issues together hinder students' math growth in upper grades.

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

Problem Statement 3: 3rd - 5th Grades are performing below the district and state on Math STAAR.
Root Cause: Lack of quality Tier 1 instruction

Problem Statement 4: Barbara Jordan Elementary is developing leadership and instructional systems; however, limited access to mental health resources and a lack of staff trained to manage severe behavioral challenges hinder the school's ability to fully support students with significant emotional and behavioral needs.
Root Cause: Barbara Jordan Elementary is in the early stages of building cohesive leadership and instructional systems. This developmental phase, combined with insufficient access to mental health resources and a lack of targeted professional development for managing severe student behaviors, has limited the school's capacity to proactively support students with significant emotional and behavioral needs.

Problem Statement 5 (Prioritized): Grades 3-5 students show inconsistent growth in science due to limited alignment between instruction and data-driven reflection. Teachers lack a consistent system to identify which instructional strategies most effectively support student mastery of TEKS-aligned science concepts.
Root Cause: The root cause of inconsistent science performance in grades 3-5 is a lack of structured systems for teachers to analyze instructional effectiveness and student learning data. Teachers have limited opportunities and tools to connect classroom instruction with digital performance insights that reveal which teaching practices most positively impact student understanding.

School Culture and Climate

School Culture and Climate Summary

Average Daily Attendance by Year			
2021-2022	2022-2023	2023-2024	2024-2025
92.5%	93%	93.6%	94.00%

Jordan has shown a 1.5 points of attendance growth over the past three years.

School Culture and Climate Strengths

Jordan has shown a 1.5 points of attendance growth over the past three years.

Jordan had a retention rate of 89% this school year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Jordan Elementary has 695 students with 33 classroom teachers, 1 Physical Education teacher and 2 Aides, 1 Music teacher and 1 Aide, 3 Special Education teachers and 4 Aides, 1 Instructional Coach, 2 Counselors, 1 Library Specialist (Instructional Facilitator), 1 Dyslexia teacher. Jordan will lost 2 Bilingual postistions, and a 3rd grade Monolingual Posistion.

Jordan is showing a decrease in student population of 100 students compared to the 2024-2025 school year.

Staff Quality, Recruitment, and Retention Strengths

Jordan had a retention rate of 89% this school year.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

	2024-2025 SCA Mathematics, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
SCA 1	97	5		49.07%	**62.89%**	**42.27%**	**24.74%**
SCA 2	118	6		61.02%	**72.03%**	**62.71%**	**37.29%**
SCA 3	135	8		71.65%	**85.93%**	**77.04%**	**46.67%**
SCA 4	103	8		75.29%	**85.44%**	**76.70%**	**58.25%**
SCA 5	98	6		61.63%	**74.49%**	**64.29%**	**30.61%**
SCA 6	95	5		43.73%	**38.95%**	**29.47%**	**11.58%**
SCA 7	93	8		66.49%	**79.57%**	**75.27%**	**31.18%**
SCA 8	81	6		57.78%	67.90%	51.85%	34.57%
SCA 9	88	8		61.54%	**63.64%**	**57.95%**	**30.68%**
SCA 10	135	6		64.67%	**77.78%**	**71.11%**	**37.78%**
	2024-2025 SCA Reading Language Arts, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
SCA 1	97	29		54.88%	**78.35%**	**49.48%**	**21.65%**
SCA 2	96	16		52.19%	**65.62%**	**43.75%**	**16.67%**
SCA 3	106	81		62.61%	**85.85%**	**70.75%**	**33.02%**
SCA 4	103	83		52.10%	**65.05%**	**43.69%**	**19.42%**
SCA 5	104	84		56.17%	74.04%	53.85%	27.88%
SCA 6	84	83		57.32%	**75.00%**	**53.57%**	**28.57%**

	2024-2025 SCA Mathematics, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
SCA 7	95	88		58.80%	78.95%	63.16%	28.42%
	2024-2025 Science, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
SCA 1 & 2	106	9		47.43%	49.06%	26.42%	12.26%
SCA 3	107	10		62.44%	72.90%	52.34%	31.78%
SCA 4 & 5	70	10		59.58%	61.43%	45.71%	15.71%
SCA 6&7	88	10		59.43%	61.36%	46.59%	10.23%
SCA 8&9	95	9		62.26%	81.25%	61.46%	27.08%
SCA 10	100	12		65.44%	84.00%	53.00%	28.00%

Family and Community Engagement

Family and Community Engagement Summary

Jordan has a PTA and work closely with them to provide attendance and achievement initiatives. Parent/Community engagement opportunities include Meet the Teacher and Parent Orientation in August, academic nights, music programs, awards assemblies every semester, book fairs, and data meetings. Title One Program meetings include Parent Engagement and Compact meetings, where parents are asked for their feedback.

School Organization

School Organization Summary

Jordan will have one Instructional Coach in 2025-2026. The IC, principal, and assistant principals are assigned staff members to coach. IC, principal, and assistant principals Professional Learning Communities multiple times weekly for planning and data analysis.

The Jordan Schedule provides all teachers with a 45 minute of planning time daily to meet, with one PLC weekly.

Jordan Elementary					
2025-2026 **Phone List and Master Schedule**					
Name	Room	PE	Music	Library	Lunch/Recess
Kindergarten					
Cindi Rodgers	S-5	T,TH,F 1:45 - 2:30	M 1:45-2:30	W 1:45 - 2:30	10:40-11:15
Gloria Salinas	S-6	M,W,F 1:45 - 2:30	T 1:45 - 2:30	TH 1:45 - 2:30	10:40-11:15
Gillian Adams	S-8	M,T,TH 1:45 - 2:30	W 1:45 - 2:30	F 1:45 - 2:30	10:45-11:20
Becky Warren	S-7	T,W,F 1:45 - 2:30	TH 1:45 - 2:30	M 1:45 - 2:30	10:45-11:20
Paula Martinez	S-9	M,W,TH 1:45 - 2:30	F 1:45 - 2:30	T 1:45 - 2:30	10:50-11:25
1st					
Nichole Adams	S-13	T,TH,F 1:00-1:45	M- 1:00-1:45	W 1:00-1:45	10:55-11:30
Ashley Franklin	S-10	M,W,F 1:00-1:45	T- 1:00-1:45	TH 1:00-1:45	10:50-11:25
Angie Kirk	S-14	M,T,TH 1:00-1:45	W-1:00-1:45	F 1:00-1:45	11:00-11:35
Munoz Leal	S-12	T,W,F 1:00-1:45	TH-1:00-1:45	M 1:00-1:45	10:55-11:30
Esther Vasquez	S-11	M,W,TH 1:00-1:45	F 1:00-1:45	T-1:00-1:45	11:00-11:35
2nd					

Jordan Elementary				
Jesus Briones N-14	M,W,F 10:15-11:00	T- 10:15-11:00	TH 10:15-11:00	11:05-11:40
Gabriela Flotte N-2	M,T,TH 10:15-11:00	W- 10:15-11:00	F 10:15-11:00	11:10-11:45
Ginny Hernandez N-5	T,W,F 10:15-11:00	TH- 10:15-11:00	M 10:15-11:00	11:10-11:45
Gabriela Ponce N-7	M,W,TH 10:15-11:00	F- 10:15-11:00	T 10:15-11:00	11:05-11:40
Avila Moreno, Leydi N-6	T,TH,F 10:15-11:00	M- 10:15-11:00	W 10:15-11:00	11:15-11:55
Jesus Sayago N-8	T,TH,F 10:15-11:00	M- 10:15-11:00	W 10:15-11:00	11:15-11:55
3rd				
Robin Harris N-9	T,TH,F 9:30-10:15	M 9:30-10:15	W 9:30-10:15	11:25-12:00
Bess Tveit N-12	M,W,F 9:30-10:15	T 9:30-10:15	TH 9:30-10:15	11:30-12:05
Elizeth Fisher N-11	M,T,TH 9:30-10:15	W 9:30-10:15	F 9:30-10:15	11:25-12:00
4th				
Kendra Carpenter E-6	T,TH,F 8:45-9:30	M 8:45-9:30	W 8:45-9:30	11:35-12:10
Dianne Golla E-5	M,T,TH 8:45-9:30	W 8:45-9:30	F 8:45-9:30	11:40-12:15
Joshua Morris E-7	M,W,F 8:45-9:30	T 8:45-9:30	TH 8:45-9:30	11:45-12:20
Tanya Murray E-3	T,TH,F 8:45-9:30	M 8:45-9:30	W 8:45-9:30	11:40-12:15
Maribel Hernandez E-4	T,W,F 8:45-9:30	Th 8:45-9:30	M 8:45-9:30	11:35-12:10
Ynelda Garcia E-2	M,W,TH 8:45-9:30	F 8:45-9:30	T 8:45-9:30	11:50-12:25
Adrian Andujar E-1	M,W,TH 8:45-9:30	F 8:45-9:30	T 8:45-9:30	11:50-12:25
5th				
Jennifer Gaule E-9	T,TH,F 8:00-8:45	M 8:00-8:45	W 8:00-8:45	12:00-12:35

Jordan Elementary				
Nichole Johnson E-12	M,W,F 8:00-8:45	T 8:00-8:45	TH 8:00-8:45	11:55-12:30
Tayler Neufeld E-10	M,T,TH 8:00-8:45	W 8:00-8:45	F 8:00-8:45	11:55-12:30
Candace Rey E-14	T,W,F 8:00-8:45	TH 8:00-8:45	M 8:00-8:45	12:00-12:35
Ivan Vecina E-A2	M,W,TH 8:00-8:45	F 8:00-8:45	T 8:00-8:45	12:05-12:40
Veronica Villarreal E-A1	M,W,TH 8:00-8:45	F 8:00-8:45	T 8:00-8:45	12:05-12:40
Specialized				
Vega S-4 (K-1)	M,W, F 1:45-2:30	T- 1:45-2:30	TH 1:45-2:30	11:20-11:55
Baquera S-2 (2-5)	M,W, F 9:30-10:15	T- 9:30-10:15	TH 9:30-10:15	11:20-11:55

Technology

Technology Summary

1. Summit K12

2. MyMath Academy

3. MAP Assessment

4. Checkpoint Assessments

5. DBA Assessments

6. Iready Reading

7. Iready Math

8. ST Math

9. IReady Read 180

Each classroom has a computer and a new Promethean Board. Teachers are encouraged to use more technology in the classroom and incorporate more student interaction and talk. Once a week, a TechyTribe technology specialist comes to Jordan and works with teachers on incorporating new and innovative ways to introduce and deliver lessons. Jordan has its own TechyTribe Ambassador on campus that supports and delivers technology lessons to our teachers once a month.

Priority Problem Statements

Problem Statement 1: Math performance in Grades 4 and 5 remains below expectations. In Grade 4, only 26% of students met STAAR standards, with 14% mastering content. Grade 5 showed minimal improvement, with just 29% meeting expectations and 9% achieving mastery. Nearly one-third or more of students in both grades did not meet minimum standards.

Root Cause 1: Low math performance in Grades 4 and 5 is mainly due to frequent teacher absences and staffing instability in 4th grade, causing gaps in instruction. Some teachers also struggle to differentiate instruction and address unfinished learning, while the current curriculum lacks enough rigor to build strong problem-solving skills. These issues together hinder students' math growth in upper grades.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction.

Root Cause 2: Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Grades 3-5 students show inconsistent growth in science due to limited alignment between instruction and data-driven reflection. Teachers lack a consistent system to identify which instructional strategies most effectively support student mastery of TEKS-aligned science concepts.

Root Cause 3: The root cause of inconsistent science performance in grades 3-5 is a lack of structured systems for teachers to analyze instructional effectiveness and student learning data. Teachers have limited opportunities and tools to connect classroom instruction with digital performance insights that reveal which teaching practices most positively impact student understanding.

Problem Statement 3 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- State certified and high quality staff data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data

Board Goals

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

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

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

Evaluation Data Sources: STAAR Math

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs.	**Oct**	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints. MAP growth from BoY to EoY **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increaed student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resultine in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 **Funding Sources:** Instructional Coach - Title One School-wide - $75,000	Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Develop and implement an after-school tutoring program that provides targeted math instruction aligned to prioritized TEKS to accelerate student progress toward the MEETS level.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased profiency and growth scores in MAP Testing Increased profiency scores in STAAR Testing **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2 **Funding Sources:** Tutoring Program - Title One School-wide - $3,500	Moderate Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Math performance in Grades 4 and 5 remains below expectations. In Grade 4, only 26% of students met STAAR standards, with 14% mastering content. Grade 5 showed minimal improvement, with just 29% meeting expectations and 9% achieving mastery. Nearly one-third or more of students in both grades did not meet minimum standards.   **Root Cause**: Low math performance in Grades 4 and 5 is mainly due to frequent teacher absences and staffing instability in 4th grade, causing gaps in instruction. Some teachers also struggle to differentiate instruction and address unfinished learning, while the current curriculum lacks enough rigor to build strong problem-solving skills. These issues together hinder students' math growth in upper grades.
Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction.   **Root Cause**: Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.

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

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

High Priority

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

Evaluation Data Sources: STAAR Math results

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increaed student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resultine in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 - **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	Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Develop and implement an after-school tutoring program that provides targeted math instruction aligned to prioritized TEKS to accelerate student progress toward the MEETS level.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increased profiency and growth scores in MAP Testing Increased profiency scores in STAAR Testing **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2	Moderate Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Math performance in Grades 4 and 5 remains below expectations. In Grade 4, only 26% of students met STAAR standards, with 14% mastering content. Grade 5 showed minimal improvement, with just 29% meeting expectations and 9% achieving mastery. Nearly one-third or more of students in both grades did not meet minimum standards.   **Root Cause**: Low math performance in Grades 4 and 5 is mainly due to frequent teacher absences and staffing instability in 4th grade, causing gaps in instruction. Some teachers also struggle to differentiate instruction and address unfinished learning, while the current curriculum lacks enough rigor to build strong problem-solving skills. These issues together hinder students' math growth in upper grades.
Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction.   **Root Cause**: Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.

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

Performance Objective 3: By May of 2026, the percentage of students performing at the MEETS level on 5th Math STAAR will increase from 28% to 40%.

High Priority

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

Evaluation Data Sources: STAAR math test

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increaed student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resultine in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 - **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	Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Develop and implement an after-school tutoring program that provides targeted math instruction aligned to prioritized TEKS to accelerate student progress toward the MEETS level.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased profiency and growth scores in MAP Testing Increased profiency scores in STAAR Testing **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2	Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: 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 Achievement Status: Math	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

The data that will be reviewed and monitored include District Checkpoints, MAP assessments, IReady Diagnostic Assessments and attendance rates as identified through a campus needs assessment.

The student performance goal for this area is
* White students to meets 44%
* Hispanic students to meets 35%
* Continuously Enrolled to Meets 39%

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 Assistant Principal.

The educational interventions that will be implemented include, targeted small-group instruction, professional development sessions, curriculum adjustments].

* Additional reallocation of resources to address this include Weekly PLCs, Targeted small group instruction, tutoring block.
* Additional reallocation of resources to address this include district purchase ST Math, tutoring funds.
* Additional reallocation of resources to address this include Assistant Principal is assigned to oversee Math interventions.

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: The student performance goal for this area is
* White students to meets 44%
* Hispanic students to meets 35%
* Continuously Enrolled to Meets 39%

Staff Responsible for Monitoring: Assistant Principal
Admin Team

Some Progress

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Additional reallocation of resources to address this include Weekly PLCs, Targeted small group instruction, tutoring block.	Assistant Principal	Beginning in August, Weekly PLCs
2	Additional reallocation of resources to address this include tutoring funds.	Assistant Principal	Beginning in October, Weekly PLCs
3	Additional reallocation of resources to address this include Instructional coach is assigned to oversee Assistant Principal interventions.	Assistant Principal	Beginning in September, Weekly PLCs

Title I:
2.51, 2.52
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning
 - **Targeted Support Strategy**

Strategy 5 Details	Reviews			
Strategy 5: 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 Status: Mathmatics	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

The data that will be reviewed and monitored include District Checkpoints, MAP assessments, IReady Diagnostic Assessments and attendance rates as identified through a campus needs assessment.
The student performance goal for this area is
* White students to meets 66%
* Hispanic students to meets 61%
* Continuously Enrolled to Meets 64%
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 Assistant Principal.
The educational interventions that will be implemented include, targeted small-group instruction, professional development sessions, curriculum adjustments.
* Additional reallocation of resources to address this include Weekly PLCs, Targeted small group instruction, tutoring block.
* Additional reallocation of resources to address this include district purchase ST Math, tutoring funds.
* Additional reallocation of resources to address this include Assistant Principal is assigned to oversee Math interventions.
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.

Moderate Progress (Oct)

Strategy's Expected Result/Impact: The student performance goal for this area is
* White students to meets 66%
* Hispanic students to meets 61%
* Continuously Enrolled to Meets 64%

Staff Responsible for Monitoring: Assistant Principal
Admin Team

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Additional reallocation of resources to address this include Weekly PLCs, Targeted small group instruction, tutoring block.	Assistant Principal	Beginning in August, Weekly PLCs
2	Additional reallocation of resources to address this include tutoring funds.	Assistant Principal	Beginning in October, Weekly PLCs
3	Additional reallocation of resources to address this include Assistant Principal is assigned to oversee Math interventions.	Assistant Principal	Beginning in September, Weekly PLCs

Title I:

2.51, 2.52
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning
 - **Targeted Support Strategy**

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 3 Problem Statements:

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

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

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

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

Evaluation Data Sources: STAAR reading

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increaed student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resultine in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 - **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	Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Develop and implement an after-school tutoring program that provides targeted math instruction aligned to prioritized TEKS to accelerate student progress toward the MEETS level.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased profiency and growth scores in MAP Testing Increased profiency scores in STAAR Testing **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2	Moderate Progress			

⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue

Performance Objective 4 Problem Statements:

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

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

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

High Priority

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

Evaluation Data Sources: STAAR reading

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increaed student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resultine in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 **- 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	Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Develop and implement an after-school tutoring program that provides targeted math instruction aligned to prioritized TEKS to accelerate student progress toward the MEETS level.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increased profiency and growth scores in MAP Testing Increased profiency scores in STAAR Testing **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2	Moderate Progress			

No Progress ⭘   Accomplished ⭘   Continue/Modify ➡   Discontinue ✕

Performance Objective 5 Problem Statements:

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

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

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

High Priority

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

Evaluation Data Sources: STAAR reading

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increaed student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resultine in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 **- 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	Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Develop and implement an after-school tutoring program that provides targeted math instruction aligned to prioritized TEKS to accelerate student progress toward the MEETS level.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased profiency and growth scores in MAP Testing Increased profiency scores in STAAR Testing **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2	Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: 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 Achievement Status: Reading	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

The data that will be reviewed and monitored include District Checkpoints, MAP assessments, IReady Diagnostic Assessments and attendance rates as identified through a campus needs assessment.
The student performance goal for this area is
* White students to meets 52%
* Continuously Enrolled to Meets 47%
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 Campus Instructional Coach.
The educational interventions that will be implemented include, targeted small-group instruction, professional development sessions, curriculum adjustments].
* Additional reallocation of resources to address this include Weekly PLCs, Targeted small group instruction, tutoring block.
* Additional reallocation of resources to address this include district purchase HMH Read 180, tutoring funds.
* Additional reallocation of resources to address this include Instructional coach is assigned to oversee Reading interventions.
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.

Some Progress

Strategy's Expected Result/Impact: The student performance goal for this area is
* White students to meets 52%
* Continuously Enrolled to Meets 47%

Staff Responsible for Monitoring: Instructional Coach
Admin Team

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Additional reallocation of resources to address this include Weekly PLCs, Targeted small group instruction, tutoring block.	Instructional Coach	Beginning in August, Weekly PLCs
2	Additional reallocation of resources to address this include district purchase HMH Read 180, tutoring funds.	Instructional Coach	Beginning in October, Weekly PLCs
3	Additional reallocation of resources to address this include Instructional coach is assigned to oversee Reading interventions.	Instructional Coach	Beginning in September, Weekly PLCs

ESF Levers:
Lever 1: Strong School Leadership and Planning
 - **Targeted Support Strategy**

Strategy 5 Details	**Reviews**

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: 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 Success (Student Achievement Domain Score (STAAR Component Only))	**Oct**	**Jan**	**Mar**	**May**

Strategy 5: 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 Success (Student Achievement Domain Score (STAAR Component Only))

The data that will be reviewed and monitored include District Checkpoints, MAP assessments, IReady Diagnostic Assessments and attendance rates as identified through a campus needs assessment.

The student performance goal for this area is
* White students to meets 48%
* Hispanic students to meets 40%
* Continuously Enrolled to Meets 47%

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.
The educational interventions that will be implemented include, targeted small-group instruction, professional development sessions, curriculum adjustments.
* Additional reallocation of resources to address this include Weekly PLCs, Targeted small group instruction, tutoring block.
* Additional reallocation of resources to address this include district purchase HMH Read 180, ST Math, and tutoring funds.
* Additional reallocation of resources to address this include Principal is assigned to oversee interventions.
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.

Some Progress (Oct column)

Strategy's Expected Result/Impact: The student performance goal for this area is
* White students to meets 48%
* Hispanic students to meets 40%
* Continuously Enrolled to Meets 47%

Staff Responsible for Monitoring: Principal
Admin Team

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Additional reallocation of resources to address this include Weekly PLCs, Targeted small group instruction, tutoring block.	Principal	Beginning in August, Weekly PLCs
2	Additional reallocation of resources to address this include district purchase HMH Read 180, IXL Science, and tutoring funds.	Principal	Beginning in October, Weekly PLCs
3	Additional reallocation of resources to address this include Instuctional Coach, Assistant Principals and Principal are assigned to oversee Reading, Math and Science interventions.	Instructional Coach Asstistant Principals Principal	Beginning in September, Weekly PLCs

Title I:
2.51, 2.52, 2.53
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning
- **Targeted Support Strategy**

No Progress   Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 6 Problem Statements:

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

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

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

High Priority

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

Evaluation Data Sources: STAAR Science

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increaed student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resultine in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 - **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	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Develop and implement an after-school tutoring program that provides targeted math instruction aligned to prioritized TEKS to accelerate student progress toward the MEETS level.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased profiency and growth scores in MAP Testing Increased profiency scores in STAAR Testing **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2	Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: Teachers will use IXL Science to identify and strengthen effective teaching practices that increase student engagement and science performance.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: By the end of the school year, students in grades 3-5 will demonstrate measurable growth in science proficiency through consistent use of IXL Science and improved instructional effectiveness. Teachers will show increased capacity to identify and apply the most effective and positive aspects of their teaching practices based on IXL performance data, classroom observations, and student feedback. This will result in higher engagement, stronger alignment to TEKS standards, and an increase in the percentage of students achieving Meets Grade Level or higher on science assessments, both campus-based and STAAR. **Staff Responsible for Monitoring:** Teachers Instructional Leadership Team **Title I:** 2.51, 2.52 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Achievement 5 **Funding Sources:** IXL Science - Title One School-wide - $8,195	No Progress			

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 7 Problem Statements:

Student Achievement
Problem Statement 2: Teachers need additional support in synthesizing data across platforms and consistently using it to plan targeted interventions and small-group instruction to plan targeted interventions and small-group instruction. **Root Cause**: Teachers have little knowledge on how to analyze data driven instruction to make adjustments in order to plan small-group instruction, reteach lessons, and interventions that address individual student learning gaps.
Problem Statement 5: Grades 3-5 students show inconsistent growth in science due to limited alignment between instruction and data-driven reflection. Teachers lack a consistent system to identify which instructional strategies most effectively support student mastery of TEKS-aligned science concepts. **Root Cause**: The root cause of inconsistent science performance in grades 3-5 is a lack of structured systems for teachers to analyze instructional effectiveness and student learning data. Teachers have limited opportunities and tools to connect classroom instruction with digital performance insights that reveal which teaching practices most positively impact student understanding.

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

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

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2	Moderate Progress			

Strategy 2 Details	Reviews			
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increaed student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resultine in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 **- 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	Some Progress			

No Progress ◯   Accomplished ◯   Continue/Modify ➔   Discontinue ✕

Performance Objective 1 Problem Statements:

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

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

Performance Objective 2: By May of 2026, the percentage of K-3 students will show growth from 63% to 65% on their READING MAP ASSESSMENT

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews		
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2		Moderate Progress			

Strategy 2 Details	Reviews			
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increaed student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resultine in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 **- 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	Some Progress			

No Progress ◯   Accomplished ◯   Continue/Modify ➡   Discontinue ✕

Performance Objective 2 Problem Statements:

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

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

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

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

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Instructional leadership team will refine and implement the Data-Driven Instructional process, develop TEKS knowledge (Unpacking the Standards) and analyze student work to ensure mastery of learning objectives during PLCs.		**Formative**			**Summative**
		Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Percentage of students meeting annual and stretch growth will increase on IReady MoY and EoY diagnostic checks. Percentage of students showing meets or better will increase on Checkpoints MAP growth from BoY to EoY **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2		Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: The instructional leadership team will conduct weekly observation and feedback walkthroughs to identify instructional trends and provide targeted coaching and professional development aimed at closing gaps in teacher practice and strengthening Tier 1 instruction.	Formative			Summative
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increaed student engagement during Tier 1 instruction resulting in more students showing mastery at end of each lesson. Improved Tier 1 instruction resultine in more students performing at meets or higher on Checkpoints Increase in growth scores on MAP throughout testing cycles **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **Title I:** 2.51, 2.52, 2.53 - **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	Some Progress			

No Progress   Accomplished   ➡ Continue/Modify   ❌ Discontinue

Performance Objective 3 Problem Statements:

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

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

Performance Objective 1: Student daily attendance will increase from 94% to 95%.

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

Evaluation Data Sources: Weekly Attendance Spreadsheet.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Will send out monthly campus attendance updates to parents with research on good attendance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Help educate parents on the importance of attendance and the impact on student achievement.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Attendance Clerk Admin Team				
Title I: 2.51 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture	Considerable			

Strategy 2 Details	Reviews			
Strategy 2: Conduct a weekly grade level attendance award and campus attendance champion.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be motivated to come to school to win the classroom trophy Attendance will improve and stay above the 95% goal.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Attendance Clerk Admin Team				
Title I: 2.51 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture	Considerable	No Progress	No Progress	

No Progress   Accomplished   Continue/Modify   Discontinue

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

Performance Objective 2: School Connectedness panorama data will increase from 48% to 60%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Fall Panorama
Spring Panorama

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize Paw Mart monthly for each grade level and run one event raffle for students to utilize there points earned through PBIS Rewards.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Office referals will decrease as students learn postive behavior and are reinforced though a consistent reward program. **Staff Responsible for Monitoring:** Teachers Admin Counselors **Title I:** 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	No Progress			

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use PBIS and MTSS to help identify and provide accurate interventions to help students stay engaged and reduce classroom disruptions. **Strategy's Expected Result/Impact:** Decrease in office referrals and classroom removals. **Staff Responsible for Monitoring:** Teachers Admin Counselors **Title I:** 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
	No Progress			

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 3: Exclusionary disciplinary infractions will decrease from 20% to 10%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Bi-Weekly Discipline Reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize Paw Mart monthly for each grade level and run one event raffle for students to utilize there points earned through PBIS Rewards.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Office referals will decrease as students learn postive behavior and are reinforced though a consistent reward program. **Staff Responsible for Monitoring:** Teachers Admin Counselors **Title I:** 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use PBIS and MTSS to help identify and provide accurate interventions to help students stay engaged and reduce classroom disruptions. **Strategy's Expected Result/Impact:** Decrease in office referrals and classroom removals. **Staff Responsible for Monitoring:** Teachers Admin Counselors **Title I:** 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
	Some Progress			

○ No Progress　　◯ Accomplished　　➞ Continue/Modify　　✗ Discontinue

Board Goal 4: Classroom Excellence

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

Evaluation Data Sources: Bi-Weekly Discipline Report

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize Paw Mart monthly for each grade level and run one event raffle for students to utilize there points earned through PBIS Rewards.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Office referals will decrease as students learn postive behavior and are reinforced though a consistent reward program. **Staff Responsible for Monitoring:** Teachers Admin Counselors **Title I:** 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	Moderate Progress			

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use PBIS and MTSS to help identify and provide accurate interventions to help students stay engaged and reduce classroom disruptions.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Decrease in office referrals and classroom removals. **Staff Responsible for Monitoring:** Teachers Admin Counselors **Title I:** 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	Moderate Progress			

No Progress   Accomplished   Continue/Modify   ✕ Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: By the end of the 2025-2026 school year, all teachers will implement blended learning strategies consistently, with 100% participation starting from the first week of school. Bi-weekly blended learning walkthroughs will be conducted to monitor fidelity and provide actionable feedback, resulting in at least an 85% increase in student engagement and proficiency as measured by classroom observations and formative assessments.

Evaluation Data Sources: Walkthroughs
Observations

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development at the start of the year focused on blended learning best practices and technology integration. Teachers and all instructional staff will need to take at least one UTEACH Course on Blended Learning.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Providing professional development and requiring all instructional staff to complete a UTEACH course on blended learning will enhance teachers' confidence and competence in integrating technology and blended learning strategies effectively. As a result, instructional quality will improve, leading to more engaging, personalized learning experiences for students. This increased teacher proficiency is expected to translate into higher student engagement, better mastery of learning objectives, and measurable growth in academic performance. **Staff Responsible for Monitoring:** Grade Level Leads, Assistant Principal, Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Professional Development - Title One School-wide - $1,200	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Utilize student data from formative assessments and digital platforms to personalize learning and adjust instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Utilizing student data from formative assessments and digital platforms to personalize learning will enable teachers to identify individual strengths and areas for growth promptly. This targeted approach allows for timely instructional adjustments, ensuring that students receive the support or challenges they need to progress. As a result, student engagement and achievement will increase, leading to improved mastery of standards and higher overall academic growth. **Staff Responsible for Monitoring:** Grade Level Leads, Assistant Principal, Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Teacher Leads - Title One School-wide - $17,500	Some Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

Board Goal 5: Culture of Excellence

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

Evaluation Data Sources: Panorama Survey

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Pair at-risk students with a staff mentor for weekly check-ins, goal-setting, and encouragement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved trust and consistent adult connections for students most at risk of disengagement.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Admin Counselors **ESF Levers:** Lever 3: Positive School Culture	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: The campus will implement a Jaguar of the Month program to intentionally recognize students for positive character, effort, and contributions to the school community.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: By May, Panorama School Connectedness scores will increase from 48% to 55%. Students will report higher levels of feeling valued, seen, and connected to the school community. Families will express increased satisfaction with recognition opportunities. **Staff Responsible for Monitoring:** Counselors Teachers Admin **ESF Levers:** Lever 3: Positive School Culture	Some Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2026, PTA membership will increase from 25 to 75 active members through targeted outreach efforts, engagement activities, and effective communication with families and the school community.

Evaluation Data Sources: PTA Membership

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Launch a family outreach campaign using newsletters, social media, and school events to promote PTA membership benefits and opportunities.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Launching a comprehensive family outreach campaign will increase awareness of the PTA's role and benefits, fostering stronger connections between families and the school community. As a result, more families will be motivated to join, leading to higher PTA membership, increased volunteer participation, and enhanced support for school initiatives. **Staff Responsible for Monitoring:** PTA President **ESF Levers:** Lever 3: Positive School Culture	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Collaborate with teachers and staff to personally invite parents and guardians to join the PTA.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: By engaging teachers and staff to personally invite parents and guardians to join the PTA, the school will foster trust and build stronger relationships with families. This personalized approach is expected to increase parent buy-in and participation, leading to higher PTA membership rates and greater family involvement in school activities and decision-making. **Staff Responsible for Monitoring:** PTA President Principal **ESF Levers:** Lever 3: Positive School Culture	Some Progress			

○ No Progress	◯ Accomplished	→ Continue/Modify	✗ Discontinue

Board Goal 5: Culture of Excellence

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

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

Evaluation Data Sources: Weekly Attendance Spreadsheet.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Will send out monthly campus attendance updates to parents with research on good attendance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Help educate parents on the importance of attendance and the impact on student achievement.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Attendance Clerk Admin Team **Title I:** 2.51 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture	Considerable			

Strategy 2 Details	Reviews			
Strategy 2: Conduct a weekly grade level attendance award and campus attendance champion.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be motivated to come to school to win the classroom trophy Attendance will improve and stay above the 95% goal.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Attendance Clerk Admin Team **Title I:** 2.51 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture	Considerable			

No Progress   Accomplished   Continue/Modify   Discontinue

Targeted Support Strategies

Board Goal	Objective	Strategy	Description
1	3	4	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 Achievement Status: Math The data that will be reviewed and monitored include District Checkpoints, MAP assessments, IReady Diagnostic Assessments and attendance rates as identified through a campus needs assessment. The student performance goal for this area is * White students to meets 44% * Hispanic students to meets 35% * Continuously Enrolled to Meets 39% 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 Assistant Principal. The educational interventions that will be implemented include, targeted small-group instruction, professional development sessions, curriculum adjustments]. * Additional reallocation of resources to address this include Weekly PLCs, Targeted small group instruction, tutoring block. * Additional reallocation of resources to address this include district purchase ST Math, tutoring funds. * Additional reallocation of resources to address this include Assistant Principal is assigned to oversee Math interventions. 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.
1	3	5	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 Status: Mathmatics The data that will be reviewed and monitored include District Checkpoints, MAP assessments, IReady Diagnostic Assessments and attendance rates as identified through a campus needs assessment. The student performance goal for this area is * White students to meets 66% * Hispanic students to meets 61% * Continuously Enrolled to Meets 64% 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 Assistant Principal. The educational interventions that will be implemented include, targeted small-group instruction, professional development sessions, curriculum adjustments. * Additional reallocation of resources to address this include Weekly PLCs, Targeted small group instruction, tutoring block. * Additional reallocation of resources to address this include district purchase ST Math, tutoring funds. * Additional reallocation of resources to address this include Assistant Principal is assigned to oversee Math interventions. 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.

Board Goal	Objective	Strategy	Description
1	6	4	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 Achievement Status: Reading The data that will be reviewed and monitored include District Checkpoints, MAP assessments, IReady Diagnostic Assessments and attendance rates as identified through a campus needs assessment. The student performance goal for this area is * White students to meets 52% * Continuously Enrolled to Meets 47% 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 Campus Instructional Coach. The educational interventions that will be implemented include, targeted small-group instruction, professional development sessions, curriculum adjustments]. * Additional reallocation of resources to address this include Weekly PLCs, Targeted small group instruction, tutoring block. * Additional reallocation of resources to address this include district purchase HMH Read 180, tutoring funds. * Additional reallocation of resources to address this include Instructional coach is assigned to oversee Reading interventions. 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.
1	6	5	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 Success (Student Achievement Domain Score (STAAR Component Only)) The data that will be reviewed and monitored include District Checkpoints, MAP assessments, IReady Diagnostic Assessments and attendance rates as identified through a campus needs assessment. The student performance goal for this area is * White students to meets 48% * Hispanic students to meets 40% * Continuously Enrolled to Meets 47% 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. The educational interventions that will be implemented include, targeted small-group instruction, professional development sessions, curriculum adjustments. * Additional reallocation of resources to address this include Weekly PLCs, Targeted small group instruction, tutoring block. * Additional reallocation of resources to address this include district purchase HMH Read 180, ST Math, and tutoring funds. * Additional reallocation of resources to address this include Principal is assigned to oversee interventions. 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.

Campus Funding Summary

			Title One School-wide		
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Instructional Coach		$75,000.00
1	1	3	Tutoring Program		$3,500.00
1	7	4	IXL Science		$8,195.00
4	2	1	Professional Development		$1,200.00
4	2	2	Teacher Leads		$17,500.00
				Sub-Total	$105,395.00