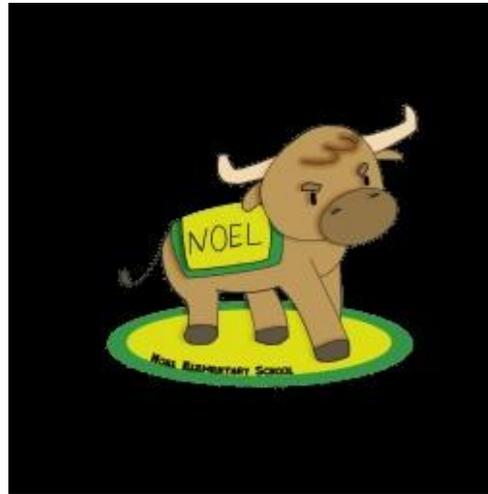


# Ector County Independent School District

## Noel Elementary

### 2025-2026 Campus Improvement Plan

Accountability Rating: C



# Mission Statement

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

## Vision

### **Vision Statement:**

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

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Achievement .....	6
School Culture and Climate .....	7
Staff Quality, Recruitment, and Retention .....	8
Curriculum, Instruction, and Assessment .....	9
Family and Community Engagement .....	10
School Organization .....	11
Technology .....	12
Priority Problem Statements .....	13
Comprehensive Needs Assessment Data Documentation .....	14
Board Goals .....	15
Board Goal 1: The percentage of students achieving or exceeding the meets standard on the state assessment will increase from 35% to 48% by May 2029 across all tested content areas. ....	15
Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029. ....	21
Board Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 88% to 93% by May 2029. ....	25
Board Goal 4: Classroom Excellence .....	28
Board Goal 5: Culture of Excellence .....	32
Targeted Support Strategies .....	34
Additional Targeted Support Strategies .....	35
Site Based Decision Making Committee .....	36
Campus Funding Summary .....	37

# Comprehensive Needs Assessment

Revised/Approved: August 28, 2025

## Demographics

### Demographics Summary

25/26 Demographics

Title I: 500

Eco Dis: 78%

Homeless: 28

At Risk: 183

SPED: 71

Bilingual: 177

GT: 20

Dyslexia: 12

American Indian: 0, Asian: 2, African American 5, Hispanic 439, White 52, 2 or more 4

Male: 238

Female: 251

2019 - 2020 August Enrollment - 92 Transfers, affidavits or McKinney Vento

2020 - 2021 August Enrollment - 100 Transfers, affidavits or McKinney Vento

2021-2022 August Enrollment - 106 Transfers, affidavits or McKinney Vento

2022-2023 August Enrollment - 107 Transfers, affidavits or McKinney Vento

2023-2024 August Enrollment - 96 Transfers, affidavits or McKinney Vento

2024 - 2025 August Enrollment - 102 Transfers, affidavits or McKinney Vento

Noel Elementary has 2 administrators, 1 counselor, 15 teachers, 4 DOI's, 3 Instructional Facilitators, 5 classroom aides, 1 library clerk, 2 special area teachers, 1 dyslexia teacher, and 2 MCL 2, 1 MCL 1, and 1 Reach Associates. We had 1 bilingual position added to 2nd, and 6 New staff members to the campus. We have one vacancy in 4th Grade Bilingual. This is our 2nd year the campus has Kinder - 5th grade. This is the first year Noel has pre-kinder. Noel went from a B rating status in 2024 STAAR to an C rating status on the 2024 STAAR.

### **Demographics Strengths**

70% of Hispanic students in 3rd Grade students Approached reading

67% of Hispanic students in 4th grade Approached reading

44% of Hispanic students in 5th grade Approached Science

58% of White students in 4th grade Met in Reading

17% of White students in 4th grade Master in Reading

74% of Sped students in 3rd grade Approached in Reading

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** In 24-25 only 3% of 5th grade met the Science STAAR Assessment.

**Root Cause:** There was an inconsistent use of hands-on labs, experiments, and inquiry-based learning that Science STAAR requires. There was a limited coaching time, PLC discussions, and walkthroughs focused on science instruction.

**Problem Statement 2:** In 24-25, Kindergarten attendance rate was 92.8%.

**Root Cause:** Parents may not fully understand the impact of attendance on learning outcomes, even in early grades. Attendance incentives were not visible or motivating for this age group.

**Problem Statement 3:** In 24-25, 59% of 3rd grade students scored at an Intermediate level in TELPAS.

**Root Cause:** Writing in English may be limited to short or basic responses rather than extended pieces. TELPAS-aligned rubrics or formative assessments to monitor growth throughout the year were not used properly.

# Student Achievement

## Student Achievement Summary

Noel's 4th TELPAS grew 6% in the Intermediate rating from 2024. In 2024 the percent was 38% and in 2025, the percent was 44%. Noel's 4th Reading approaches percent has grown over 3 years. In 2023, 53% of students approached reading, in 2024, 50% of students approached reading and in 2025 70% of students approached. Noel showed growth in MAPs for math in 4th grade and 5th grade. Noel also showed growth in MAPs for reading in 2nd grade, 4th grade, and 5th grade.

## Student Achievement Strengths

Reading - 67% of 4th grade students Approached in STAAR which was an increase of 8% from 2024.

Math - 32% of 3rd grade Hispanic students Met in STAAR math which was an increase of 12% from 2024.

Science - 16% of 5th grade Hispanic students Master in STAAR science which was an increase of 9% from 2024.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** In 24-25, only 11% of students were on grade level in science.

**Root Cause:** Inconsistent use of hands-on labs, experiments, and inquiry-based learning that Science STAAR requires.

**Problem Statement 2:** In 24-25, only 26% of students in 5th grade were on grade level in the STAAR Spanish reading assessment

**Root Cause:** The students have not developed strong foundational literacy, academic vocabulary, and higher-order comprehension skills in Spanish.

**Problem Statement 3:** In 24-25, only 19% of students in grades 3rd - 5th combined are reading at grade level.

**Root Cause:** Students have limited practice with constructed responses, essays, or evidence-based writing that mirrors STAAR expectations.

# School Culture and Climate

## School Culture and Climate Summary

Parent involvement, Campus and Classroom culture will continue to be a focus at Noel Elementary. For the 2025-2026 school year, Noel will continue to recruit parent involvement during student academic nights and grade level programs. Noel will also continue the district curriculum for Social Emotional Learning which has help build relationships with students, and staff. Noel has been very successful with our Social Emotional Learning initiative. It has improved our classroom and campus culture. Our success has been reflected in our panorama data which has been higher than the district's goal for the last four years in school connectedness. Since we have started with our Social Emotional lessons our panorama survey data has continued to increase. Our campus was recognized several times this past year as having the most usage with the district's social emotional learning program.

## School Culture and Climate Strengths

Noel will continue with PTA and plans to continue with the program and work on recruitment of parents to help build and grow our program. With the reconfiguration of our campus now offers Pre-Kindergarten 4 and we plan on recruiting new incoming parents.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Parents, students, and staff are unable to wait in the foyer during hot weather conditions.

**Root Cause:** The foyer does not have an air-conditioning unit to provide a comfortable environment for parents, staff and students.

**Problem Statement 2:** Not all security announcements are heard by students and staff throughout the school in certain areas.

**Root Cause:** Noel lacks speakers and sound system in the hallways and foyer when security announcements are made.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Noel Elementary has 2 administrators, 1 counselor, 22 teachers, 5 Instructional Facilitators, 5 classroom aides, 1 library clerk, 1 dyslexia teacher, 3 Multi-Classroom Leaders, and 1 Reach Associates.

Noel has 6 teachers new to our campus. Noel has been reconfigured to a Pre Kinder - 5 grade level campus.

## Staff Quality, Recruitment, and Retention Strengths

Noel checks all references when recommending new employees. Noel celebrates employees with staff and teacher of the month, monthly birthday luncheons, frequent incentives to boost moral, jean passes, positive notes, and good news which is shared on the campus new letter weekly. Team building activities are conducted throughout the year.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** There will be 2 new teachers to our campus from another country.

**Root Cause:** Recruitment was necessary to fill vacant positions due to lack of qualified Bilingual applicates within our pool.

**Problem Statement 2:** New teachers need further training for classroom management and instruction.

**Root Cause:** New teachers need additional professional development to provide strategies to use for classroom management and rigorous tier 1 instruction.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Grade level planning and PLCs have worked to create staff knowledge of the TEKS and form appropriate ways to determine TEK mastery. District training has been provided during PLCs and after school to understand the Data Driven Instruction process. This has helped teachers backwards plan based on student assessments and student data analysis. The teachers planned together and followed the scope and sequence and the year at a glance document. The teachers looked at each assessment and worked on Know and Shows to have a better understanding on their lesson planning.

Noel teachers used data from MAPS, Imagine Math, Iready, Progress Learning, Istation and Short Cycle Assessments to drive instruction, plan response to intervention instruction, and create small student groups to teach targeted instruction in Reading and Math content areas. Reteach lessons were taught when needed and data was analyzed to see whether any progress was made or still needed.

The Opportunity Culture Team and administrators will meet weekly as we enter year five with Opportunity Culture. We will discuss coaching needs for teachers. They will assist teachers with bite size coaching steps, Know and Shows and unpacking the standards. They will assist with helping teachers create exemplars to give immediate student feedback. The teachers will bring different levels of student work to identify student gaps to help with reteach lessons. This will help students reach mastery level. Noel will have three Multi-Classroom Leaders and three Reach Associates which will reach 100% of our teachers.

First year teachers and teachers from another country will also have mentors assigned.

## Curriculum, Instruction, and Assessment Strengths

Grade Point Checks, State Benchmark Assessments and District Benchmark Assessments will continue to be analyzed and reteach lessons will be put in place to meet the needs of students at risk. Teachers will also use data from I-Ready Math, and I-Ready Reading to create individualized intervention for student's personalized academic needs.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** In 24-25, only 19 percent of all 3rd through 5th grade students were reading at grade level.

**Root Cause:** Teachers need more professional development with teaching the RACE and RACER strategies to help students understand how to answer and write their Constructed Responses when answering their STAAR writing prompts.

**Problem Statement 2:** In 24-25, only 28% of SPED students met Reading in 4th Grade STAAR.

**Root Cause:** The students lacked the necessary vocabulary comprehension and lack of rigorous tier 1 instruction.

# Family and Community Engagement

## Family and Community Engagement Summary

Parent engagement consists of family involvement activities on campus: college days, dances, pastries with parents, live museums, academic family nights, grade level music programs, and Honor Choir performances. Noel continues the monthly red data folders, Longhorn Leader activities, Fall Festival, 1 book fairs and monthly parent newsletters. Teachers and students meet with parents twice a year for Student-Led conferences.

Noel continues to participate in the Food for Kids program. Noel has formed a community partnership with the local HEB. Complex Community Credit Union continues to support our campus for teacher and student incentives and AVID celebrations.

## Family and Community Engagement Strengths

Noel will continue with family involvement campus activities such as college days, dances, pastries with parents, musical performances, fall festival, book fairs, academic nights, Food for Kids, and community partnerships with local businesses. We will promote and recruit more parent involvement in our PTA.

## Problem Statements Identifying Family and Community Engagement Needs

**Problem Statement 1:** There is lack of parent volunteers.

**Root Cause:** Parents are inconsistent with following through after they apply to be a VIP.

**Problem Statement 2:** There is a lack of PTA involvement from Parents.

**Root Cause:** Our PTA was not promoting the membership with fidelity.

# School Organization

## School Organization Summary

Noel Elementary uses data to drive instruction and focus interventions. There is a campus-wide intervention time of 2:30 - 3:10. Assessment data is analyzed to determine the needs of students and adjustments needed in classroom instruction to meet the rigor of the state assessments. PLCs are used to desegregate data and create a better understanding of student needs. Professional Development is used to support student and teacher needs. Administration and staff have a focus on high yield strategies. The Opportunity culture team and administrators plan PLCs weekly to meet with teachers to plan instruction and analyze student data.

## School Organization Strengths

Data is used to drive instruction and identify student gaps and At Risk Students. Teachers participate in weekly PLCs to work with data, develop reteach plans, and develop intervention plans. Teachers also participate in weekly team time with their grade levels. Students are involved a Longhorn Leader program as a student incentive to show leadership responsibilities.

## Problem Statements Identifying School Organization Needs

**Problem Statement 1:** There is a disconnect between lesson plans and lesson delivery with rigor in the classroom.

**Root Cause:** Teachers lack knowledge and experience when planning lessons and delivery of those lessons with the rigor necessary to have students master the objectives taught.

**Problem Statement 2:** Students are not understanding the RACE and RACER strategies to write Constructed Responses correctly.

**Root Cause:** Teachers lack the professional development on how to help their students understand how to answer STAAR writing responses correctly.

# Technology

## Technology Summary

Noel Elementary is a one to one campus. Every student is issued a device to work on lessons at school. Devices are used during Blended Learning in their station rotations. Students use classlink and schoology when working on district programs and personalized learning. Devices are used during intervention and independent personalized instruction. All classrooms are supplied with a Promethean board for students and teachers to use for lesson delivery and hands on interaction.

## Technology Strengths

Teachers are trained by assigned campus technology specialists on any new programs. Both students and teachers use their laptops, smartboard or Promethean board for lesson delivery and instruction. Special area teachers have implemented the use of Promethean boards to deliver lessons in their classrooms and reinforce skills in content areas.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Teachers lack knowledge on how to use their Promethean board to enhance their lesson delivery.

**Root Cause:** Teachers need more training on how to use their Promethean boards as a projection device.

**Problem Statement 2:** K-2 students will be added to our campus using ipads.

**Root Cause:** Teachers are not familiar with using ipads for students and need training.

**Problem Statement 3:** Students are unable to fix technology errors on their devices.

**Root Cause:** Teachers lack the training and knowledge on how to problem solve technology issues.

# Priority Problem Statements

**Problem Statement 1:** In 24-25, only 11% of students were on grade level in science.

**Root Cause 1:** Inconsistent use of hands-on labs, experiments, and inquiry-based learning that Science STAAR requires.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** In 24-25 only 3% of 5th grade met the Science STAAR Assessment.

**Root Cause 2:** There was an inconsistent use of hands-on labs, experiments, and inquiry-based learning that Science STAAR requires. There was a limited coaching time, PLC discussions, and walkthroughs focused on science instruction.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** In 24-25, only 19 percent of all 3rd through 5th grade students were reading at grade level.

**Root Cause 3:** Teachers need more professional development with teaching the RACE and RACER strategies to help students understand how to answer and write their Constructed Responses when answering their STAAR writing prompts.

**Problem Statement 3 Areas:** Curriculum, Instruction, and Assessment

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

## Accountability Data

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

## Student Data: Assessments

- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

## Student Data: Behavior and Other Indicators

- Attendance data
- School safety data

## Parent/Community Data

- Parent engagement rate

# Board Goals

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

**Performance Objective 1:** By May 2026 Math STAAR meets scores will increase from 30% to 49%, Masters will increase from 10% to 20%

**High Priority**

**Indicators of Success:**

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use HQIM with Fidelity: Ensure all teachers follow the district-adopted math curriculum with daily lesson alignment to TEKS and STAAR readiness standards.</p> <p><b>Strategy's Expected Result/Impact:</b> MCL's monitors if math classrooms show use of STAAR-like word problems, student discourse, small-group intervention, which will result in growth of student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Multi-Classroom Leaders, mentors and administrators.</p> <p><b>Title I:</b> 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Opportunity Culture - Title One School-wide - \$75,000, Opportunity Culture - Local - \$73,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> MCL's will model lessons and provide coaching on math discourse, questioning, and problem-solving strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement toward growth goals and closing student gaps in math.</p> <p><b>Staff Responsible for Monitoring:</b> MCL's, Campus Administrators</p> <p><b>Title I:</b> 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Targeted tutoring will be provided for all HB1416 students who did not meet the standard on STAAR in May 2025.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show at least one year growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1</p> <p><b>Funding Sources:</b> Tutoring Pay for Staff - Title One School-wide - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

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

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

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

**High Priority**

**Indicators of Success:**

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

**Evaluation Data Sources:** Walk-throughs and feedback

PLCs (Planning Data Driven Instruction)

On-going coaching for bilingual staff.

Teachers follow with fidelity the Language of the Day Calendar

Students will practice on K-12 Summit for at least 15 minutes a day.

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

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will engage in Summit K-12 with fidelity to strengthen their reading, writing, listening, and speaking skills in English.</p> <p><b>Strategy's Expected Result/Impact:</b> As students grow in TELPAS reading proficiency, they'll be better able to decode and comprehend STAAR passages.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Bilingual Teachers</p> <p><b>Title I:</b> 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

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

**Indicators of Success:**

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

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

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

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

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> In 24-25 only 3% of 5th grade met the Science STAAR Assessment. <b>Root Cause:</b> There was an inconsistent use of hands-on labs, experiments, and inquiry-based learning that Science STAAR requires. There was a limited coaching time, PLC discussions, and walkthroughs focused on science instruction.</p>
Student Achievement
<p><b>Problem Statement 1:</b> In 24-25, only 11% of students were on grade level in science. <b>Root Cause:</b> Inconsistent use of hands-on labs, experiments, and inquiry-based learning that Science STAAR requires.</p>

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

**Performance Objective 1:** By May 2026 3rd Grade Reading STAAR Meets scores will increase from 25% to 46%, Masters scores will increase from 14% to 20%.

**Indicators of Success:**

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

**Evaluation Data Sources:** iReady Data

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

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

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Tutoring will be provided during and/or after school.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of 3rd grade students reading at or above grade level will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Multi-classroom Leaders Classroom teachers Campus administrators</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 2:** By May 2026, 3rd Grade Reading MAP scores will have 50% of their students in each classroom meeting or exceeding their growth goals.

**Indicators of Success:**

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

**Evaluation Data Sources:** MAP, BOY, MOY and EOY scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement data-driven guided reading and small-group instruction in every 3rd grade classroom,  <b>Strategy's Expected Result/Impact:</b> Increased number of students showing progress in MAP mid-year and end-of-year assessments.  <b>Staff Responsible for Monitoring:</b> Administrators and Teachers</p> <p><b>Title I:</b>                      2.51                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools                      - <b>ESF Levels:</b>                      Lever 5: Effective Instruction                      - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide intervention/enrichment time for struggling readers and advanced students.  <b>Strategy's Expected Result/Impact:</b> Both group of students will be able to improve their scores.  <b>Staff Responsible for Monitoring:</b> Administrators and Teachers</p> <p><b>Title I:</b>                      2.51                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levels:</b>                      Lever 5: Effective Instruction                      - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**

**Curriculum, Instruction, and Assessment**

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

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

**Performance Objective 1:** By May 2026, 4th grade students will achieve a monthly average attendance rate of at least 95% through targeted attendance incentives, consistent communication with families, and early intervention for chronic absences.

**Indicators of Success:**

College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%

**Evaluation Data Sources:** Weekly attendance reports.

Number of contacts made to parents

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Track classroom attendance publicly with charts or bulletin boards to build competition and motivation.  <b>Strategy's Expected Result/Impact:</b> Students will be motivated to come to school so they can win the competition.  <b>Staff Responsible for Monitoring:</b> Administrators and teachers.</p> <p><b>Title I:</b>                      2.51                      - <b>TEA Priorities:</b>                      Connect high school to career and college, Improve low-performing schools                      - <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Send monthly attendance updates to parents, highlighting how attendance impacts academics.  <b>Strategy's Expected Result/Impact:</b> Early identification and targeted family support will reduce chronic absenteeism, ensuring more instructional time for students who typically fall behind.  <b>Staff Responsible for Monitoring:</b> Attendance clerk, administrators, and teachers.</p> <p><b>Title I:</b>                      2.51                      - <b>TEA Priorities:</b>                      Connect high school to career and college                      - <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

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

**Performance Objective 2:** School Connectedness panorama data will increase from 67% to 75 %.

**Indicators of Success:**

Attendance - % of student daily attendance - 2026 Goal: 92.5%, College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%

**Evaluation Data Sources:** BOY and EOY Panorama Data

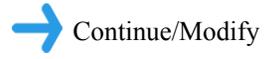
Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> When answering questions, students will stand up and answer in complete sentences.</p> <p><b>Strategy's Expected Result/Impact:</b> This will help the student answer questions with confidence and help them with public speaking. It also helps them write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



No Progress



Accomplished



Continue/Modify



Discontinue

**Board Goal 4:** Classroom Excellence

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

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

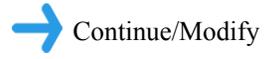
Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will embed structured speaking opportunities in every lesson using sentence stems and academic vocabulary.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent speaking practice will help students move from Intermediate/Advanced to Advanced High, improving TELPAS ratings.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and teachers</p> <p><b>Title I:</b> 2.51</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Improve low-performing schools</li> <li>- <b>ESF Levers:</b> Lever 5: Effective Instruction</li> <li>- <b>Targeted Support Strategy</b></li> </ul>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will regularly assess student speaking using the TELPAS Proficiency Level Descriptors and provide immediate feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Frequent feedback will accelerate growth in sentence complexity, vocabulary use, and elaboration.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I:</b> 2.51</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Improve low-performing schools</li> <li>- <b>ESF Levers:</b> Lever 5: Effective Instruction</li> <li>- <b>Targeted Support Strategy</b></li> </ul>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>



No Progress



Accomplished



Continue/Modify



Discontinue

**Board Goal 4:** Classroom Excellence

**Performance Objective 2:** By May 2026 4th Grade Math STAAR meets scores will increase from 28% to 49%, Masters will increase from 4% to 9% for sped students.

**Evaluation Data Sources:** iReady  
 MAPS  
 Checkpoints

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Special education and general education teachers will collaborate to provide data-driven small-group instruction focusing on priority TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> SPED students will strengthen foundational math fluency while building confidence with grade-level content.</p> <p><b>Staff Responsible for Monitoring:</b> Sped teachers and general education teachers</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will embed opportunities for SPED students to justify answers, explain multiple solution paths, and apply reasoning beyond computation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased exposure to rigorous problem-solving will build stamina and confidence for STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and teachers</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Board Goal 5:** Culture of Excellence

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

**Evaluation Data Sources:** number of students that are Longhorn Leaders

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and administrators will identify and encourage students who demonstrate potential leadership qualities to apply for Longhorn Leaders.</p> <p><b>Strategy's Expected Result/Impact:</b> Participation will rise steadily as more students are intentionally invited and recruited.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, counselor, and teachers.</p> <p><b>Title I:</b> 2.51</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement recognition systems for Longhorn Leaders through certificates, bulletin board spotlight, special events, and end-of-year celebration.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student connectedness and school culture, as peers see leadership as something valued and celebrated.</p> <p><b>Staff Responsible for Monitoring:</b> Aides, counselor, and administrators</p> <p><b>Title I:</b> 2.51</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Board Goal 5: Culture of Excellence**

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

**Evaluation Data Sources:** Self-Well Being checklist  
Panorama Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus leaders will conduct regular classroom walkthroughs using a Self-Well Being implementation checklist to ensure practices are in place with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will receive timely, actionable feedback to strengthen instructional consistency.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor and administrators</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers who struggle in implementing Self-Well Being lessons, will be paired with peers or instructional coaches for additional support.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will build deeper capacity and confidence in implementing Self-Well Being practices.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, administrators, and instructional coach</p> <p><b>Title I:</b> 2.51</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Targeted Support Strategies

Board Goal	Objective	Strategy	Description
1	1	1	Use HQIM with Fidelity: Ensure all teachers follow the district-adopted math curriculum with daily lesson alignment to TEKS and STAAR readiness standards.
1	1	2	MCL's will model lessons and provide coaching on math discourse, questioning, and problem-solving strategies.
1	2	1	Ensure bilingual teachers follow district reading curriculum with a balance of Spanish literacy and structured English language development.
1	2	2	Students will engage in Summit K-12 with fidelity to strengthen their reading, writing, listening, and speaking skills in English.
1	3	1	Teachers will spiral review 3rd-4th grade readiness standards and provide targeted small-group interventions to increase the percentage of students achieving Meets and Master's on the Science STAAR.
1	3	2	Implement weekly hands-on labs/experiments to build conceptual understanding.
2	2	1	Implement data-driven guided reading and small-group instruction in every 3rd grade classroom,
2	2	2	Provide intervention/enrichment time for struggling readers and advanced students.
3	1	1	Track classroom attendance publicly with charts or bulletin boards to build competition and motivation.
3	1	2	Send monthly attendance updates to parents, highlighting how attendance impacts academics.
3	2	1	When answering questions, students will stand up and answer in complete sentences.
4	1	1	Teachers will embed structured speaking opportunities in every lesson using sentence stems and academic vocabulary.
4	1	2	Teachers will regularly assess student speaking using the TELPAS Proficiency Level Descriptors and provide immediate feedback.
4	2	1	Special education and general education teachers will collaborate to provide data-driven small-group instruction focusing on priority TEKS.
4	2	2	Teachers will embed opportunities for SPED students to justify answers, explain multiple solution paths, and apply reasoning beyond computation.
5	1	1	Teachers and administrators will identify and encourage students who demonstrate potential leadership qualities to apply for Longhorn Leaders.
5	1	2	Implement recognition systems for Longhorn Leaders through certificates, bulletin board spotlight, special events, and end-of-year celebration.
5	2	1	Campus leaders will conduct regular classroom walkthroughs using a Self-Well Being implementation checklist to ensure practices are in place with fidelity.
5	2	2	Teachers who struggle in implementing Self-Well Being lessons, will be paired with peers or instructional coaches for additional support.

## Additional Targeted Support Strategies

Board Goal	Objective	Strategy	Description
3	2	2	Students will practice accountable talk when they agree or disagree with a peer.

# Site Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Principal	Marcela Macias	Principal
Counselor	Jennifer Drake	Counselor
Teacher	Laura Roman	MCL/1st grade Teacher
Teacher	Ora Christian	MCL/1st grade teacher
Teacher	Patricia Holguin	MCL/5th grade math teacher

# Campus Funding Summary

Local					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Opportunity Culture		\$73,000.00
<b>Sub-Total</b>					<b>\$73,000.00</b>
Title One School-wide					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Opportunity Culture		\$75,000.00
1	1	3	Tutoring Pay for Staff		\$10,000.00
<b>Sub-Total</b>					<b>\$85,000.00</b>