

# **Ector County Independent School District**

## **Blackshear Elementary**

### **2026-2027 Board Goals/Performance Objectives/Strategies**



# Mission Statement

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

## Vision

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

## Value Statement

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

Table of Contents

Board Goals ..... 4

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

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

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

Board Goal 4: Classroom Excellence ..... 28

Board Goal 5: Culture of Excellence ..... 35

# Board Goals

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

**Performance Objective 1:** By May of 2027, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 25 % to 35%.

## **HB3 Board Goal**

### **Indicators of Success:**

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

**Evaluation Data Sources:** IReady Diagnostic Reports

Checkpoints

Read 180 and ST math for HB3 1416 students

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |     |     |     |  | Reviews  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                       |                             |          |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                    |                             |  |           |  |  |           |
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| <p><b>Strategy 1:</b> Blackshear Elementary will implement Opportunity Culture through Multi-Classroom Leaders (MCLs) who lead weekly PLCs, analyze student data, and support teachers through coaching and feedback. PLCs will focus on TEKS alignment, student work, identifying learning gaps, and planning targeted instruction.</p> <p>Campus leaders and MCLs will use SIBME to provide ongoing observation, feedback, and coaching aligned to campus instructional priorities. Leadership will also monitor i-Ready progress weekly, including usage, lesson completion, and lessons passed, to identify students needing additional support and ensure progress toward growth goals.</p> <p><b>Strategy's Expected Result/Impact:</b> IReady Diagnostics increasing from BOY to EOY<br/>Checkpoints at Approaches and Meets<br/>ST math for HB3 1416 kids - completion of lessons and growth</p> <p><b>Staff Responsible for Monitoring:</b> MCLS<br/>Principals<br/>Teachers</p> <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Campus leadership and MCLs will conduct weekly PLCs and coaching cycles to monitor instructional effectiveness by reviewing Know/Show charts, student work samples, common assessment data, and i-Ready reports. Leaders will provide timely feedback through SIBME, identify instructional adjustments based on student performance data, and ensure teachers implement targeted interventions for students who are not demonstrating mastery of grade-level TEKS.</td><td>MCLs<br/>Principals</td><td>weekly from September - May</td><td></td></tr></table> <p><b>Title I:</b><br/>2.51, 2.52<br/><b>- TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools<br/><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br/><b>Problem Statements:</b> Student Achievement 1<br/><b>Funding Sources:</b> Blackshear Elementary's final Title I allocation is \$141,957. The entire allocation will be used to fund Opportunity Culture. - Title One School- Improvement - \$141,957</p> |     |     |     |  | Action # | Actions for Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                          | Person(s) Responsible | Timeline                    | Complete | 1 | Campus leadership and MCLs will conduct weekly PLCs and coaching cycles to monitor instructional effectiveness by reviewing Know/Show charts, student work samples, common assessment data, and i-Ready reports. Leaders will provide timely feedback through SIBME, identify instructional adjustments based on student performance data, and ensure teachers implement targeted interventions for students who are not demonstrating mastery of grade-level TEKS. | MCLs<br>Principals | weekly from September - May |  | Formative |  |  | Summative |
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| Oct                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Jan | Mar | May |  |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                       |                             |          |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                    |                             |  |           |  |  |           |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |     |     |     |  | Reviews  |                                                                                                                                                                                                                                                                                                      |                              |                          |          |   |                                                                                                                                                                                                                                                                                                      |                              |                          |  |           |  |  |           |
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| <p><b>Strategy 2:</b> K-5 teachers will provide targeted interventions for Special Education, Emergent Bilingual, and other at-risk students through a comprehensive system of support. HB1416 students in grades 3-5 will participate in ST Math and targeted tutoring three times per week for 20-30 minutes, while all K-5 students will utilize i-Ready Math for at least 20 minutes, three times per week. All instruction will align with the ECISD Math Framework, and two math specialists will provide small-group interventions for identified 4th and 5th grade students 2-3 times per week.</p> <p><b>Strategy's Expected Result/Impact:</b> Iready Growth BOY to MOY<br/>Checkpoints scoring at meets level</p> <p><b>Staff Responsible for Monitoring:</b> Principals<br/>MCLs<br/>Teachers<br/>Math Specialists</p> <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Leadership team monitor intervention implementation and student progress during weekly leadership meetings by reviewing attendance, i-Ready usage and lesson pass rates, ST Math progress, and formative assessment results to adjust instructional supports and interventions for at-risk students.</td><td>Math Specialists<br/>Teachers</td><td>September - May - weekly</td><td></td></tr></table> <p><b>Title I:</b><br/>2.51, 2.53</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1</p> |     |     |     |  | Action # | Actions for Implementation                                                                                                                                                                                                                                                                           | Person(s) Responsible        | Timeline                 | Complete | 1 | Leadership team monitor intervention implementation and student progress during weekly leadership meetings by reviewing attendance, i-Ready usage and lesson pass rates, ST Math progress, and formative assessment results to adjust instructional supports and interventions for at-risk students. | Math Specialists<br>Teachers | September - May - weekly |  | Formative |  |  | Summative |
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| Oct                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Jan | Mar | May |  |          |                                                                                                                                                                                                                                                                                                      |                              |                          |          |   |                                                                                                                                                                                                                                                                                                      |                              |                          |  |           |  |  |           |
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 No Progress

 Accomplished

 Continue/Modify

 Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

## Performance Objective 1 Problem Statements:

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

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

**Performance Objective 2:** By May of 2027, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 32% to 37 %.

**HB3 Board Goal**

**Indicators of Success:**

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

**Evaluation Data Sources:** Diagnostic IReady Reports

Checkpoints

Read 180 and ST for HB3 1416 students

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |     |     |  | Reviews  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                       |                       |          |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                    |                       |  |           |  |  |           |
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| <p><b>Strategy 1:</b> Campus leadership and Multi-Classroom Leaders (MCLs) will implement a Data-Driven Instruction process through weekly Professional Learning Communities (PLCs). PLCs will focus on internalizing TEKS through Know show charts, analyzing student work, identifying misconceptions, and developing targeted instructional responses to ensure mastery of learning objectives. Leadership and MCLs will utilize the Observation and Feedback coaching cycle in SIBME to provide teachers with ongoing support, actionable feedback, and professional growth opportunities aligned to instructional priorities.</p> <p>Additionally, leadership teams will monitor student progress in i-Ready on a weekly basis, including program usage minutes, lesson completion rates, and the percentage of lessons passed, to ensure students are meeting growth expectations and receiving timely interventions when needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in RLA Iready<br/>Checkpoints at Approaches and Meets</p> <p><b>Staff Responsible for Monitoring:</b> MCLs<br/>Teachers<br/>Leadership</p> <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Campus leadership and MCLs will conduct weekly PLCs and coaching cycles to monitor instructional effectiveness by reviewing Know/Show charts, student work samples, common assessment data, and i-Ready reports. Leaders will provide timely feedback through SIBME, identify instructional adjustments based on student performance data, and ensure teachers implement targeted interventions for students who are not demonstrating mastery of grade-level TEKS.</td><td>MCLs<br/>Principals</td><td>weekly<br/>Sept. - May</td><td></td></tr></table> <p><b>Title I:</b><br/>2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1</p> |     |     |     |  | Action # | Actions for Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                          | Person(s) Responsible | Timeline              | Complete | 1 | Campus leadership and MCLs will conduct weekly PLCs and coaching cycles to monitor instructional effectiveness by reviewing Know/Show charts, student work samples, common assessment data, and i-Ready reports. Leaders will provide timely feedback through SIBME, identify instructional adjustments based on student performance data, and ensure teachers implement targeted interventions for students who are not demonstrating mastery of grade-level TEKS. | MCLs<br>Principals | weekly<br>Sept. - May |  | Formative |  |  | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |     |     |     |  | Reviews  |                                                                                                                                                                                                                          |                       |                |          |   |                                                                                                                                                                                                                          |                  |                |  |           |  |  |           |
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| <p><b>Strategy 2:</b> K-5 classroom teachers will provide targeted interventions for at-risk students, with a focus on Special Education, Emergent Bilingual, and HB1416 students. Students requiring additional support will participate in Read 180, IReady RLA and targeted tutoring sessions for 20-30 minutes, three times per week. Teachers will continue personalizing instruction. Instruction will align with the ECISD ELAR Framework to ensure high-quality Tier I instruction, language development supports, and equitable access to grade-level content for all learners.</p> <p><b>Strategy's Expected Result/Impact:</b> IReady lessons passed at 70% or higher (2-3 lessons a week)<br/>IReady monthly progress for Bilingual Students<br/>Checkpoint monitoring meets percentage</p> <p><b>Staff Responsible for Monitoring:</b> Teachers<br/>MCLs<br/>Principals</p> <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Teachers will identify Special Education, Emergent Bilingual, and HB1416 students using beginning-of-year assessment data and develop intervention groups, schedules, and progress-monitoring plans during PLC meetings.</td><td>Teachers<br/>MCLs</td><td>August-Sept. 1</td><td></td></tr></table> <p><b>Title I:</b><br/>2.51, 2.52</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1</p> |     |     |     |  | Action # | Actions for Implementation                                                                                                                                                                                               | Person(s) Responsible | Timeline       | Complete | 1 | Teachers will identify Special Education, Emergent Bilingual, and HB1416 students using beginning-of-year assessment data and develop intervention groups, schedules, and progress-monitoring plans during PLC meetings. | Teachers<br>MCLs | August-Sept. 1 |  | Formative |  |  | Summative |
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| Oct                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Jan | Mar | May |  |          |                                                                                                                                                                                                                          |                       |                |          |   |                                                                                                                                                                                                                          |                  |                |  |           |  |  |           |
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No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

## Performance Objective 2 Problem Statements:

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

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

**Performance Objective 3:** By May of 2027, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 16% to 23 %.

**Evaluation Data Sources:** Checkpoint Data  
PENDA reports

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |     |     |  | Reviews  |                                                                                                                                                                                            |                       |             |          |   |                                                                                                                                                                                            |                  |             |  |           |  |  |           |
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| <p><b>Strategy 1:</b> MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Internalizing instruction), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Checkpoints monitoring meets percentage<br/>PENDA usage and growth report</p> <p><b>Staff Responsible for Monitoring:</b> MCLs<br/>Principals<br/>Teachers</p> <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Campus leadership and MCLs will conduct weekly PLCs and SIBME coaching cycles to monitor TEKS implementation, student work, science data, and the effectiveness of targeted interventions.</td><td>Science Teachers</td><td>Sept. - May</td><td></td></tr></table> <p><b>Title I:</b><br/>2.51, 2.52</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Organization 1</p> |     |     |     |  | Action # | Actions for Implementation                                                                                                                                                                 | Person(s) Responsible | Timeline    | Complete | 1 | Campus leadership and MCLs will conduct weekly PLCs and SIBME coaching cycles to monitor TEKS implementation, student work, science data, and the effectiveness of targeted interventions. | Science Teachers | Sept. - May |  | Formative |  |  | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |     |     |     |  | Action # | Actions for Implementation                                                                                                                                                                 | Person(s) Responsible | Timeline    | Complete |   |                                                                                                                                                                                            |                  |             |  |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |     |     |     |  | 1        | Campus leadership and MCLs will conduct weekly PLCs and SIBME coaching cycles to monitor TEKS implementation, student work, science data, and the effectiveness of targeted interventions. | Science Teachers      | Sept. - May |          |   |                                                                                                                                                                                            |                  |             |  |           |  |  |           |
| Oct                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Jan | Mar | May |  |          |                                                                                                                                                                                            |                       |             |          |   |                                                                                                                                                                                            |                  |             |  |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |     |     |     |  |          |                                                                                                                                                                                            |                       |             |          |   |                                                                                                                                                                                            |                  |             |  |           |  |  |           |

| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |     |     |  | Reviews  |                                                                                                                                                                                                                                                                       |                               |               |          |   |                                                                                                                                                                                                                                                                       |                               |               |  |           |  |  |           |
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| <p><b>Strategy 2:</b> Teachers will utilize data from common assessments, benchmarks, and formative assessments to identify student misconceptions and provide targeted small-group interventions, tutorials, and enrichment opportunities to increase mastery and growth for all students, with a focus on students approaching the Meets level.</p> <p><b>Strategy's Expected Result/Impact:</b> Checkpoints at Meets level<br/>PENDA data passing at 70%</p> <p><b>Staff Responsible for Monitoring:</b> Teachers<br/>MCLs</p> <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>5th grade science teachers and campus leadership will analyze common assessment and benchmark data during PLCs every three weeks to identify student misconceptions, plan targeted interventions, and monitor progress toward Science STAAR mastery and growth goals.</td><td>Teachers<br/>MCLS<br/>Principal</td><td>every 3 weeks</td><td></td></tr></table> <p><b>Title I:</b><br/>2.51, 2.52</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1</p> |     |     |     |  | Action # | Actions for Implementation                                                                                                                                                                                                                                            | Person(s) Responsible         | Timeline      | Complete | 1 | 5th grade science teachers and campus leadership will analyze common assessment and benchmark data during PLCs every three weeks to identify student misconceptions, plan targeted interventions, and monitor progress toward Science STAAR mastery and growth goals. | Teachers<br>MCLS<br>Principal | every 3 weeks |  | Formative |  |  | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |     |     |     |  | Action # | Actions for Implementation                                                                                                                                                                                                                                            | Person(s) Responsible         | Timeline      | Complete |   |                                                                                                                                                                                                                                                                       |                               |               |  |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |     |     |     |  | 1        | 5th grade science teachers and campus leadership will analyze common assessment and benchmark data during PLCs every three weeks to identify student misconceptions, plan targeted interventions, and monitor progress toward Science STAAR mastery and growth goals. | Teachers<br>MCLS<br>Principal | every 3 weeks |          |   |                                                                                                                                                                                                                                                                       |                               |               |  |           |  |  |           |
| Oct                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Jan | Mar | May |  |          |                                                                                                                                                                                                                                                                       |                               |               |          |   |                                                                                                                                                                                                                                                                       |                               |               |  |           |  |  |           |
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 No Progress

 Accomplished

 Continue/Modify

 Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 3 Problem Statements:

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

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

**Performance Objective 1:** The percentage of students K-3 achieving meet or exceed their READING BOY score will increase by 10% in i-Ready RLA for K-3 from BOY to EOY.

**Indicators of Success:**

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

**Evaluation Data Sources:** Iready RLA Diagnostic and weekly usage and lessons passed reports

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                           |                       |                         |          | Reviews   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------|----------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> K-3 teachers will provide data-driven small-group reading instruction based on i-Ready diagnostic results, targeting foundational literacy skills, vocabulary development, and comprehension to accelerate student growth.<br><b>Strategy's Expected Result/Impact:</b> Growth on IReady RLA<br><b>Staff Responsible for Monitoring:</b> Teachers<br>MCLs<br>Principals |                                                                                                                                                                                                                                           |                       |                         |          | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                           |                       |                         |          | Oct       | Jan | Mar | May       |
|                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                           |                       |                         |          |           |     |     |           |
| Action #                                                                                                                                                                                                                                                                                                                                                                                   | Actions for Implementation                                                                                                                                                                                                                | Person(s) Responsible | Timeline                | Complete |           |     |     |           |
| 1                                                                                                                                                                                                                                                                                                                                                                                          | K-3 teachers will analyze i-Ready diagnostic and lesson data during PLCs every week to form flexible small groups, plan targeted reading instruction, and monitor student progress in foundational skills, vocabulary, and comprehension. | Teachers              | weekly from Sept. - May |          |           |     |     |           |
| <b>Title I:</b><br>2.51, 2.52<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Achievement 1                                                                           |                                                                                                                                                                                                                                           |                       |                         |          |           |     |     |           |

| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |     |     |  |  | Reviews  |                                                                                                                                                                                                                                               |                       |                       |          |   |                                                                                                                                                                                                                                               |          |                       |  |           |  |  |           |
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| <p><b>Strategy 2:</b> Students in grades K-3 will utilize i-Ready Reading for a minimum of 20-30 minutes, three times per week, with teachers and administrators monitoring usage, lesson completion, and pass rates to ensure students are on track to meet their growth goals.</p> <p><b>Strategy's Expected Result/Impact:</b> IReady RLA growth<br/>Completion of lessons passed at 70% or higher</p> <p><b>Staff Responsible for Monitoring:</b> Teachers<br/>MCLs<br/>Principals</p> <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Teachers and administrators will review i-Ready Reading reports weekly to monitor student usage, lesson completion, and pass rates, provide interventions for students not meeting expectations, and celebrate students demonstrating growth.</td><td>Teachers</td><td>weekly<br/>Sept. - May</td><td></td></tr></table> <p><b>Title I:</b><br/>2.51, 2.52</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1</p> |     |     |     |  |  | Action # | Actions for Implementation                                                                                                                                                                                                                    | Person(s) Responsible | Timeline              | Complete | 1 | Teachers and administrators will review i-Ready Reading reports weekly to monitor student usage, lesson completion, and pass rates, provide interventions for students not meeting expectations, and celebrate students demonstrating growth. | Teachers | weekly<br>Sept. - May |  | Formative |  |  | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |     |     |     |  |  | Action # | Actions for Implementation                                                                                                                                                                                                                    | Person(s) Responsible | Timeline              | Complete |   |                                                                                                                                                                                                                                               |          |                       |  |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |     |     |     |  |  | 1        | Teachers and administrators will review i-Ready Reading reports weekly to monitor student usage, lesson completion, and pass rates, provide interventions for students not meeting expectations, and celebrate students demonstrating growth. | Teachers              | weekly<br>Sept. - May |          |   |                                                                                                                                                                                                                                               |          |                       |  |           |  |  |           |
| Oct                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Jan | Mar | May |  |  |          |                                                                                                                                                                                                                                               |                       |                       |          |   |                                                                                                                                                                                                                                               |          |                       |  |           |  |  |           |
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 No Progress

 Accomplished

 Continue/Modify

 Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 1 Problem Statements:

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

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

**Performance Objective 2:** By May 2027, the percentage of 3rd grade students performing at the Meets Grade Level standard or above on STAAR Reading will increase from 32% to 37%, supporting the district goal of increasing Meets performance across all tested content areas from 35% to 48% by May 2029.

**Indicators of Success:**

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

**Evaluation Data Sources:** IReady RLA

RLA Checkpoint data

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

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

**Title I:**  
2.51, 2.52  
**- TEA Priorities:**  
 Build a foundation of reading and math, Improve low-performing schools  
**- ESF Levers:**  
 Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  
**Problem Statements:** Student Achievement 1 - School Organization 1

| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |     |     |     |  | Reviews  |                                                                                                                                                                                                                                                                                                          |                       |                       |          |   |                                                                                                                                                                                                                                                                                                          |      |                       |  |           |  |  |           |
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| <b>Strategy 2:</b> Teachers will use formative assessments, common assessments, and i-Ready Reading data to identify student needs and provide targeted small-group interventions, tutoring, and progress monitoring for students performing below the Meets standard, with a focus on reading comprehension and evidence-based constructed responses.<br><br><b>Strategy's Expected Result/Impact:</b> Growth on IReady RLA<br>Growth on STAAR Meets percentage<br><b>Staff Responsible for Monitoring:</b> Teachers<br>MCLs<br>Principals<br><table border="1"><thead><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr></thead><tbody><tr><td>1</td><td>Teachers will analyze formative, common assessment, and i-Ready Reading data during PLCs every two weeks to identify students needing additional support, adjust intervention groups, provide targeted tutoring, and monitor progress in reading comprehension and evidence-based constructed responses.</td><td>MCLs</td><td>weekly<br/>Sept. - May</td><td></td></tr></tbody></table><br><b>Title I:</b><br>2.51, 2.52<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Achievement 1 - Curriculum, Instruction, and Assessment 1 |     |     |     |  | Action # | Actions for Implementation                                                                                                                                                                                                                                                                               | Person(s) Responsible | Timeline              | Complete | 1 | Teachers will analyze formative, common assessment, and i-Ready Reading data during PLCs every two weeks to identify students needing additional support, adjust intervention groups, provide targeted tutoring, and monitor progress in reading comprehension and evidence-based constructed responses. | MCLs | weekly<br>Sept. - May |  | Formative |  |  | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |     |     |  | Action # | Actions for Implementation                                                                                                                                                                                                                                                                               | Person(s) Responsible | Timeline              | Complete |   |                                                                                                                                                                                                                                                                                                          |      |                       |  |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |     |     |  | 1        | Teachers will analyze formative, common assessment, and i-Ready Reading data during PLCs every two weeks to identify students needing additional support, adjust intervention groups, provide targeted tutoring, and monitor progress in reading comprehension and evidence-based constructed responses. | MCLs                  | weekly<br>Sept. - May |          |   |                                                                                                                                                                                                                                                                                                          |      |                       |  |           |  |  |           |
| Oct                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Jan | Mar | May |  |          |                                                                                                                                                                                                                                                                                                          |                       |                       |          |   |                                                                                                                                                                                                                                                                                                          |      |                       |  |           |  |  |           |
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No Progress

Accomplished

Continue/Modify

Discontinue

**School Organization**

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

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

**Performance Objective 1:** 100% of students in grades 3-5 will demonstrate increased college readiness by consistently applying AVID strategies to organize, engage with, and take ownership of their learning.

**Indicators of Success:**

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

**Evaluation Data Sources:** AVID CCI

AVID Evidence- Site team checks for binders, planners, and note taking in journals.

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

| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                            |                       |                             |          | Reviews   |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------------|----------|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> AVID Site Team will share an AVID/WICOR strategy with teachers every 9 weeks and monitor implementation.<br><b>Strategy's Expected Result/Impact:</b> PLC Agendas- Increased rigor of classroom instruction through AVID/WICOR strategies<br>RLA Checkpoint Data writing proficiency<br><b>Staff Responsible for Monitoring:</b> Classroom Teachers<br>AVID Site Team                                                                    |                                                                                                                                                                                            |                       |                             |          | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                            |                       |                             |          | Oct       | Jan | Mar | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                            |                       |                             |          |           |     |     |           |
| Action #                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Actions for Implementation                                                                                                                                                                 | Person(s) Responsible | Timeline                    | Complete |           |     |     |           |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Provide a focused AVID/WICOR strategy training every nine weeks during faculty meetings or PLCs, including modeling, classroom examples, and resources teachers can immediately implement. | AVID Site Team        | Every Nine Weeks August-May |          |           |     |     |           |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Conduct classroom walkthroughs and collect implementation evidence each nine weeks to monitor use of the shared AVID/WICOR strategy, provide feedback.                                     | AVID Site Team        | Every Nine Weeks August-May |          |           |     |     |           |
| <b>Title I:</b><br>2.51, 2.52, 2.53<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Achievement 1 - Curriculum, Instruction, and Assessment 1                                                                          |                                                                                                                                                                                            |                       |                             |          |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> |                                                                                                                                                                                            |                       |                             |          |           |     |     |           |

### Performance Objective 1 Problem Statements:

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

### Curriculum, Instruction, and Assessment

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

### Family and Community Engagement

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

### School Organization

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

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

**Performance Objective 2:** By May 2027, School Connectedness will increase from 69% in Spring 2026 to 72% in Spring 2027, as measured by Panorama.

**Evaluation Data Sources:** Fall and Spring Panorama Data Reports

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                            |                       |                      |          | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Emergent Tree will be implemented daily for 10 minutes to ensure students learn the Core Values, and reduce the number of discipline referrals by 10% and build positive relationships among students and teachers.<br><b>Strategy's Expected Result/Impact:</b> Reduce Discipline Referrals<br>Build Positive relationships<br>Increase school climate and morale<br><b>Staff Responsible for Monitoring:</b> Teachers<br>Counselor<br>SEL Site Team |                                                                                                                                                                                                                                                            |                       |                      |          | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                            |                       |                      |          | Oct       | Jan | Mar | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                            |                       |                      |          |           |     |     |           |
| Action #                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Actions for Implementation                                                                                                                                                                                                                                 | Person(s) Responsible | Timeline             | Complete |           |     |     |           |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Monitor discipline referrals and classroom implementation monthly to identify behavior trends, celebrate positive behavior, and provide targeted reteaching or support to reduce discipline referrals by 10% and strengthen student-teacher relationships. | Principals<br>MCLs    | Aug. 2026 - May 2027 |          |           |     |     |           |
| <b>Title I:</b><br>2.53<br><b>- TEA Priorities:</b><br>Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Demographics 1                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                            |                       |                      |          |           |     |     |           |

| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |     |     |  | Reviews  |                                                                                                                                                                                                                 |                         |                 |          |   |                                                                                                                                                                                                                 |                         |                 |  |           |  |  |           |
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| <b>Strategy 2:</b> Character ED lessons will be implemented two times a month 45 minutes each lesson by the counselor.<br><b>Strategy's Expected Result/Impact:</b> Development of Positive Relationships<br>Increased Problem-Solving Skills<br><b>Staff Responsible for Monitoring:</b> Counselor<br><table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Monitor student participation and behavior data following Character Education lessons and use discipline and relationship data to identify areas for reteaching, reinforcement, and additional student support.</td><td>Counselor<br/>Principals</td><td>Aug. - May 2027</td><td></td></tr></table><br><b>Title I:</b><br>2.53<br><b>- TEA Priorities:</b><br>Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> School Culture and Climate 1 |     |     |     |  | Action # | Actions for Implementation                                                                                                                                                                                      | Person(s) Responsible   | Timeline        | Complete | 1 | Monitor student participation and behavior data following Character Education lessons and use discipline and relationship data to identify areas for reteaching, reinforcement, and additional student support. | Counselor<br>Principals | Aug. - May 2027 |  | Formative |  |  | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |     |     |     |  | Action # | Actions for Implementation                                                                                                                                                                                      | Person(s) Responsible   | Timeline        | Complete |   |                                                                                                                                                                                                                 |                         |                 |  |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |     |     |     |  | 1        | Monitor student participation and behavior data following Character Education lessons and use discipline and relationship data to identify areas for reteaching, reinforcement, and additional student support. | Counselor<br>Principals | Aug. - May 2027 |          |   |                                                                                                                                                                                                                 |                         |                 |  |           |  |  |           |
| Oct                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Jan | Mar | May |  |          |                                                                                                                                                                                                                 |                         |                 |          |   |                                                                                                                                                                                                                 |                         |                 |  |           |  |  |           |
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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

### Performance Objective 2 Problem Statements:

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

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

**Performance Objective 3:** Student daily attendance will increase from 92.9% to 93.5%

**Indicators of Success:**

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

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

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |     |     |     |  |  | Reviews  |                                                                                                                                                                                          |                        |                 |          |   |                                                                                                                                                                                          |                        |                 |  |           |  |  |           |
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| <b>Strategy 1:</b> Grade level teachers will contact parents at two absences a month and document in Eduphoria on Truancy Form<br><b>Strategy's Expected Result/Impact:</b> Increased Attendance Rate<br><b>Staff Responsible for Monitoring:</b> Classroom Teachers<br><table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Monitor attendance daily and identify students with attendance concerns through weekly attendance reports, with staff contacting families and addressing barriers to regular attendance.</td><td>Teachers<br/>Principals</td><td>Aug. - May 2027</td><td></td></tr></table><br><b>TEA Priorities:</b><br>Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Demographics 1 |     |     |     |  |  | Action # | Actions for Implementation                                                                                                                                                               | Person(s) Responsible  | Timeline        | Complete | 1 | Monitor attendance daily and identify students with attendance concerns through weekly attendance reports, with staff contacting families and addressing barriers to regular attendance. | Teachers<br>Principals | Aug. - May 2027 |  | Formative |  |  | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |     |     |     |  |  | Action # | Actions for Implementation                                                                                                                                                               | Person(s) Responsible  | Timeline        | Complete |   |                                                                                                                                                                                          |                        |                 |  |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |     |     |     |  |  | 1        | Monitor attendance daily and identify students with attendance concerns through weekly attendance reports, with staff contacting families and addressing barriers to regular attendance. | Teachers<br>Principals | Aug. - May 2027 |          |   |                                                                                                                                                                                          |                        |                 |  |           |  |  |           |
| Oct                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Jan | Mar | May |  |  |          |                                                                                                                                                                                          |                        |                 |          |   |                                                                                                                                                                                          |                        |                 |  |           |  |  |           |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |     |     |     |  | Reviews  |                                                                |                       |                |          |   |                                                                |          |                |  |           |  |  |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|--|----------|----------------------------------------------------------------|-----------------------|----------------|----------|---|----------------------------------------------------------------|----------|----------------|--|-----------|--|--|-----------|
| <b>Strategy 2:</b> Teachers will hold attendance celebrations for students with Perfect Attendance each 9 weeks.<br><b>Strategy's Expected Result/Impact:</b> Increased Attendance Rate<br><b>Staff Responsible for Monitoring:</b> Grade level Attendance Liaisons<br><table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Monitor 9 week Attendance Identify Perfect Attendance Students</td><td>Teachers</td><td>Aug. - October</td><td></td></tr></table><br><b>TEA Priorities:</b><br>Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Demographics 1 |     |     |     |  | Action # | Actions for Implementation                                     | Person(s) Responsible | Timeline       | Complete | 1 | Monitor 9 week Attendance Identify Perfect Attendance Students | Teachers | Aug. - October |  | Formative |  |  | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |     |     |     |  | Action # | Actions for Implementation                                     | Person(s) Responsible | Timeline       | Complete |   |                                                                |          |                |  |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |     |     |     |  | 1        | Monitor 9 week Attendance Identify Perfect Attendance Students | Teachers              | Aug. - October |          |   |                                                                |          |                |  |           |  |  |           |
| Oct                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Jan | Mar | May |  |          |                                                                |                       |                |          |   |                                                                |          |                |  |           |  |  |           |
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No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 3 Problem Statements:

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

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

**Performance Objective 4:** By May 2027, increase school connectedness by ensuring at least 90% of students participate in college, career, and future-readiness activities, including career awareness, student leadership opportunities, and Emergent Tree Core Value mini-lessons.

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

**Evaluation Data Sources:** Panorama Survey Data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |     |     |     |  | Reviews  |                                                       |                       |                   |          |   |                                                       |                 |                   |  |           |  |  |           |
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| <p><b>Strategy 1:</b> Strengthen school connectedness by creating consistent opportunities for every student to feel known, valued, supported, and connected to their school community. Through student leadership opportunities, engagement in the Four Houses, and daily Emergent Tree Core Value mini-lessons, students will build positive relationships with peers and adults, develop a sense of belonging, and see how their strengths and goals connect to their future.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase School Connectedness Score</p> <p><b>Staff Responsible for Monitoring:</b> Principals<br/>Teachers</p> <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Implement the Four Houses - Students placed in Houses</td><td>Principals MCLs</td><td>Sept. - Oct. 2026</td><td></td></tr></table> <p><b>Title I:</b><br/>2.53</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Culture and Climate 1</p> |     |     |     |  | Action # | Actions for Implementation                            | Person(s) Responsible | Timeline          | Complete | 1 | Implement the Four Houses - Students placed in Houses | Principals MCLs | Sept. - Oct. 2026 |  | Formative |  |  | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |     |     |  | Action # | Actions for Implementation                            | Person(s) Responsible | Timeline          | Complete |   |                                                       |                 |                   |  |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |     |     |  | 1        | Implement the Four Houses - Students placed in Houses | Principals MCLs       | Sept. - Oct. 2026 |          |   |                                                       |                 |                   |  |           |  |  |           |
| Oct                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Jan | Mar | May |  |          |                                                       |                       |                   |          |   |                                                       |                 |                   |  |           |  |  |           |
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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 4 Problem Statements:**

## School Culture and Climate

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

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

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

**Indicators of Success:**

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

**Evaluation Data Sources:** Walk Throughs to Monitor roll out

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



Accomplished



Continue/Modify



Discontinue

### Performance Objective 5 Problem Statements:

#### School Culture and Climate

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

## Board Goal 4: Classroom Excellence

**Performance Objective 1:** Increase student academic achievement in core content areas by at least 5% on state and district assessments by the end of the academic year.

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

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

| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                     |                       |                 |          | Reviews   |     |     |           |
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| <b>Strategy 2:</b> Strengthen cross-curricular literacy by embedding reading, writing, and academic vocabulary strategies in all core content areas (RLA, Math, Science, Social Studies).<br><b>Strategy's Expected Result/Impact:</b> iReady Growth BOY to EOY<br>Checkpoint % scoring at meets level<br><b>Staff Responsible for Monitoring:</b> MCLs<br>Teachers<br>Principals                |                                                                                                                                                                                                     |                       |                 |          | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                     |                       |                 |          | Oct       | Jan | Mar | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                     |                       |                 |          |           |     |     |           |
| Action #                                                                                                                                                                                                                                                                                                                                                                                         | Actions for Implementation                                                                                                                                                                          | Person(s) Responsible | Timeline        | Complete |           |     |     |           |
| 1                                                                                                                                                                                                                                                                                                                                                                                                | Monitor implementation through PLCs and classroom walkthroughs and provide feedback to ensure teachers are consistently embedding reading, writing, and academic vocabulary into daily instruction. | Principals<br>MCLs    | Aug. - May 2027 |          |           |     |     |           |
| <b>Title I:</b><br>2.51, 2.53<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Achievement 1                                                                 |                                                                                                                                                                                                     |                       |                 |          |           |     |     |           |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                                                                                                                                                                                                     |                       |                 |          |           |     |     |           |

### Performance Objective 1 Problem Statements:

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

### School Organization

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

## Board Goal 4: Classroom Excellence

**Performance Objective 2:** Ensure 100% of teachers implement evidence-based instructional practices aligned with district curriculum standards through ongoing professional development and coaching.

**Evaluation Data Sources:** Walk Throughs  
Sibme Walkthroughs and coaching  
Lesson Plans  
PLCs

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |     |     |     |  | Reviews  |                                                                                                                                                                          |                       |                 |          |   |                                                                                                                                                                          |            |                 |  |           |  |  |           |
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| <b>Strategy 1:</b> Provide weekly professional learning sessions in PLCs and follow-up instructional coaching.<br><b>Strategy's Expected Result/Impact:</b> Effective Tier 1 Instruction<br>Internalized Lesson Plans & Practices<br>iReady Growth BOY to MOY<br>Checkpoint monitoring Scoring at meets level<br><b>Staff Responsible for Monitoring:</b> Principals<br>MCLs<br>Teachers<br><table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Provide follow-up instructional coaching for MCLs through classroom walkthroughs, feedback, and modeling to support teachers in implementing PLC learning with fidelity.</td><td>Principals</td><td>Aug. - May 2027</td><td></td></tr></table><br><b>Title I:</b><br>2.52<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Achievement 1 - Curriculum, Instruction, and Assessment 1 |     |     |     |  | Action # | Actions for Implementation                                                                                                                                               | Person(s) Responsible | Timeline        | Complete | 1 | Provide follow-up instructional coaching for MCLs through classroom walkthroughs, feedback, and modeling to support teachers in implementing PLC learning with fidelity. | Principals | Aug. - May 2027 |  | Formative |  |  | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |     |     |  | Action # | Actions for Implementation                                                                                                                                               | Person(s) Responsible | Timeline        | Complete |   |                                                                                                                                                                          |            |                 |  |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |     |     |  | 1        | Provide follow-up instructional coaching for MCLs through classroom walkthroughs, feedback, and modeling to support teachers in implementing PLC learning with fidelity. | Principals            | Aug. - May 2027 |          |   |                                                                                                                                                                          |            |                 |  |           |  |  |           |
| Oct                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Jan | Mar | May |  |          |                                                                                                                                                                          |                       |                 |          |   |                                                                                                                                                                          |            |                 |  |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |     |     |  |          |                                                                                                                                                                          |                       |                 |          |   |                                                                                                                                                                          |            |                 |  |           |  |  |           |

| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                      |                       |                  |          | Reviews   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------|----------|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> Establish a structured peer observation and ensure the use of the instructional coaching cycle to promote consistent use of evidence-based practices across classrooms.<br><b>Strategy's Expected Result/Impact:</b> Effective Tier 1 Instruction<br>Internalized Lesson Plans & Practices<br>iReady Growth BOY to MOY<br>Checkpoint monitoring Scoring at meets level<br><b>Staff Responsible for Monitoring:</b> Teachers<br>MCLs<br>Principals |                                                                                                                                                                                                                      |                       |                  |          | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                      |                       |                  |          | Oct       | Jan | Mar | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                      |                       |                  |          |           |     |     |           |
| Action #                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Actions for Implementation                                                                                                                                                                                           | Person(s) Responsible | Timeline         | Complete |           |     |     |           |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Implement the instructional coaching cycle through pre-conferences, classroom observations, feedback, and follow-up support to ensure consistent use of evidence-based instructional practices. SEE IT NAME IT DO IT | MCLs                  | Sept. - May 2027 |          |           |     |     |           |
| <b>Title I:</b><br>2.53<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Achievement 1 - Curriculum, Instruction, and Assessment 1                                                               |                                                                                                                                                                                                                      |                       |                  |          |           |     |     |           |
|  No Progress  Accomplished  Continue/Modify  Discontinue                                                                 |                                                                                                                                                                                                                      |                       |                  |          |           |     |     |           |

## Performance Objective 2 Problem Statements:

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

## Board Goal 4: Classroom Excellence

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

**Evaluation Data Sources:** Surveys  
Behavior Reports  
Checkpoint/iReady Data  
Walk Throughs

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

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

**Title I:**  
2.51, 2.52  
- **TEA Priorities:**  
Build a foundation of reading and math, Improve low-performing schools  
- **ESF Levers:**  
Lever 3: Positive School Culture, Lever 5: Effective Instruction  
**Problem Statements:** School Culture and Climate 1

| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                     |                       |                 |          | Reviews   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------|----------|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> Integrate structured student voice through Habits of Discussion into daily lessons to promote active participation and ownership of learning.<br><b>Strategy's Expected Result/Impact:</b> Decrease in Number of Behavior Reports<br>iReady Growth BOY to MOY<br>Checkpoint scoring at meets level<br>Engaging Lessons<br><b>Staff Responsible for Monitoring:</b> Teachers<br>MCLs<br>Principals |                                                                                                                                                                                                     |                       |                 |          | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                     |                       |                 |          | Oct       | Jan | Mar | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                     |                       |                 |          |           |     |     |           |
| Action #                                                                                                                                                                                                                                                                                                                                                                                                             | Actions for Implementation                                                                                                                                                                          | Person(s) Responsible | Timeline        | Complete |           |     |     |           |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                    | Implement Habits of Discussion in daily lessons to provide structured opportunities for all students to share ideas, respond to peers, use academic language, and take ownership of their learning. | MCLs                  | Aug. - May 2027 |          |           |     |     |           |
| <b>Title I:</b><br>2.51, 2.53<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Student Achievement 1                                                                                                                                                                  |                                                                                                                                                                                                     |                       |                 |          |           |     |     |           |
|  No Progress  Accomplished  Continue/Modify  Discontinue                 |                                                                                                                                                                                                     |                       |                 |          |           |     |     |           |

### Performance Objective 3 Problem Statements:

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

## Board Goal 5: Culture of Excellence

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

**Evaluation Data Sources:** Referral Reports showing decreasing numbers in referrals

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

| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                           |                       |            |          | Reviews   |     |     |           |
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| <b>Strategy 2:</b> Incorporate regular Social-Emotional Learning (SEL) lessons and restorative practices to proactively support positive behavior and reinforce expectations.<br><b>Strategy's Expected Result/Impact:</b> reduce repeated misbehaviors\<br>increase student accountability<br>foster a respectful and safe learning environment<br><b>Staff Responsible for Monitoring:</b> Teachers<br>Counselor<br>Principals |                                                                                                                                                                                                                                                           |                       |            |          | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                           |                       |            |          | Oct       | Jan | Mar | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                           |                       |            |          |           |     |     |           |
| Action #                                                                                                                                                                                                                                                                                                                                                                                                                         | Actions for Implementation                                                                                                                                                                                                                                | Person(s) Responsible | Timeline   | Complete |           |     |     |           |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                | Implement daily Core Value mini lessons and Character Ed lesson to teach self-management, positive relationships, conflict resolution, and responsible decision-making while proactively addressing student behavior and reinforcing campus expectations. | Counselor<br>Teachers | Aug. - May |          |           |     |     |           |
| <b>Title I:</b><br>2.51, 2.53<br><b>- TEA Priorities:</b><br>Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> School Culture and Climate 1                                                                                                                                                                                                               |                                                                                                                                                                                                                                                           |                       |            |          |           |     |     |           |
|  No Progress  Accomplished  Continue/Modify  Discontinue                                 |                                                                                                                                                                                                                                                           |                       |            |          |           |     |     |           |

### Performance Objective 1 Problem Statements:

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

## Board Goal 5: Culture of Excellence

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

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

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

| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                  |            |            |  | Reviews  |                                                                                                                                                                                                              |                       |            |          |   |                                                                                                                                                                                                              |          |            |  |   |                                                                                                                                                                                                  |            |            |  |           |  |  |           |
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| <b>Strategy 2:</b> Encourage teachers to embed daily and weekly acknowledgment routines within their classrooms.<br><b>Strategy's Expected Result/Impact:</b> Strengthens student-teacher relationships<br>Builds a positive classroom culture<br>Decrease in referrals and repeat behaviors<br><b>Staff Responsible for Monitoring:</b> Teachers<br>Counselors<br>Principals<br><table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Establish classroom acknowledgment routines and expectations during the first weeks of school, including specific praise, positive shout-outs, and recognition of students demonstrating campus Core Values.</td><td>Teachers</td><td>Aug. 11-31</td><td></td></tr><tr><td>2</td><td>Monitor classroom implementation through walkthroughs and PLCs, and encourage teachers to consistently recognize positive behavior, growth, effort, and student contributions each day and week.</td><td>Principals</td><td>Aug. - May</td><td></td></tr></table><br><b>TEA Priorities:</b><br>Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> School Culture and Climate 1 |                                                                                                                                                                                                  |            |            |  | Action # | Actions for Implementation                                                                                                                                                                                   | Person(s) Responsible | Timeline   | Complete | 1 | Establish classroom acknowledgment routines and expectations during the first weeks of school, including specific praise, positive shout-outs, and recognition of students demonstrating campus Core Values. | Teachers | Aug. 11-31 |  | 2 | Monitor classroom implementation through walkthroughs and PLCs, and encourage teachers to consistently recognize positive behavior, growth, effort, and student contributions each day and week. | Principals | Aug. - May |  | Formative |  |  | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                  |            |            |  | Action # | Actions for Implementation                                                                                                                                                                                   | Person(s) Responsible | Timeline   | Complete |   |                                                                                                                                                                                                              |          |            |  |   |                                                                                                                                                                                                  |            |            |  |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                  |            |            |  | 1        | Establish classroom acknowledgment routines and expectations during the first weeks of school, including specific praise, positive shout-outs, and recognition of students demonstrating campus Core Values. | Teachers              | Aug. 11-31 |          |   |                                                                                                                                                                                                              |          |            |  |   |                                                                                                                                                                                                  |            |            |  |           |  |  |           |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Monitor classroom implementation through walkthroughs and PLCs, and encourage teachers to consistently recognize positive behavior, growth, effort, and student contributions each day and week. | Principals | Aug. - May |  |          |                                                                                                                                                                                                              |                       |            |          |   |                                                                                                                                                                                                              |          |            |  |   |                                                                                                                                                                                                  |            |            |  |           |  |  |           |
| Oct                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Jan                                                                                                                                                                                              | Mar        | May        |  |          |                                                                                                                                                                                                              |                       |            |          |   |                                                                                                                                                                                                              |          |            |  |   |                                                                                                                                                                                                  |            |            |  |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                  |            |            |  |          |                                                                                                                                                                                                              |                       |            |          |   |                                                                                                                                                                                                              |          |            |  |   |                                                                                                                                                                                                  |            |            |  |           |  |  |           |

No Progress

Accomplished

Continue/Modify

Discontinue

## Performance Objective 2 Problem Statements:

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

## Board Goal 5: Culture of Excellence

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

**Evaluation Data Sources:** Panorama Survey 5% increase in ratings

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                               |                              |                       |               |          | Reviews   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-----------------------|---------------|----------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Expand Student Leadership Opportunities through House System.<br><b>Strategy's Expected Result/Impact:</b> Students develop ownership, responsibility, and leadership skills while contributing to a culture of excellence across the school.<br><b>Staff Responsible for Monitoring:</b> Teachers<br>Principals<br>Counselor |                              |                       |               |          | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                  |                              |                       |               |          | Oct       | Jan | Mar | May       |
|                                                                                                                                                                                                                                                                                                                                                  |                              |                       |               |          |           |     |     |           |
| Action #                                                                                                                                                                                                                                                                                                                                         | Actions for Implementation   | Person(s) Responsible | Timeline      | Complete |           |     |     |           |
| 1                                                                                                                                                                                                                                                                                                                                                | Designate Students to Houses | Teachers              | Sept-Oct 2026 |          |           |     |     |           |
| <b>TEA Priorities:</b><br>Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> School Culture and Climate 1                                                                                                                                                                  |                              |                       |               |          |           |     |     |           |

| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |     |     |     |  | Reviews  |                                                                                                                                                                                                                                                                   |                          |                    |          |   |                                                                                                                                                                                                                                                                   |                          |                    |  |           |  |  |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|--|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------|--|-----------|--|--|-----------|
| <b>Strategy 2:</b> Implement Student-Led Events and Initiatives such as House Competitions, Student led morning announcements, Spirit days, and Career Day.<br><br><b>Strategy's Expected Result/Impact:</b> Increased student engagement and pride in school accomplishments, fostering a stronger, student-driven culture of excellence.<br><b>Staff Responsible for Monitoring:</b> Principals<br>Teachers<br><table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Provide students with structured opportunities to plan, lead, and participate in campus events, House activities, service projects, and student voice initiatives to strengthen leadership skills, school pride, and connectedness by creating a yearly calendar.</td><td>Counselor<br/>House Leads</td><td>September 30, 2026</td><td></td></tr></table><br><b>Title I:</b><br>2.52, 2.53<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> School Culture and Climate 1 |     |     |     |  | Action # | Actions for Implementation                                                                                                                                                                                                                                        | Person(s) Responsible    | Timeline           | Complete | 1 | Provide students with structured opportunities to plan, lead, and participate in campus events, House activities, service projects, and student voice initiatives to strengthen leadership skills, school pride, and connectedness by creating a yearly calendar. | Counselor<br>House Leads | September 30, 2026 |  | Formative |  |  | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |     |     |     |  | Action # | Actions for Implementation                                                                                                                                                                                                                                        | Person(s) Responsible    | Timeline           | Complete |   |                                                                                                                                                                                                                                                                   |                          |                    |  |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |     |     |     |  | 1        | Provide students with structured opportunities to plan, lead, and participate in campus events, House activities, service projects, and student voice initiatives to strengthen leadership skills, school pride, and connectedness by creating a yearly calendar. | Counselor<br>House Leads | September 30, 2026 |          |   |                                                                                                                                                                                                                                                                   |                          |                    |  |           |  |  |           |
| Oct                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Jan | Mar | May |  |          |                                                                                                                                                                                                                                                                   |                          |                    |          |   |                                                                                                                                                                                                                                                                   |                          |                    |  |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |     |     |     |  |          |                                                                                                                                                                                                                                                                   |                          |                    |          |   |                                                                                                                                                                                                                                                                   |                          |                    |  |           |  |  |           |

No Progress

Accomplished

Continue/Modify

Discontinue

### Performance Objective 3 Problem Statements:

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