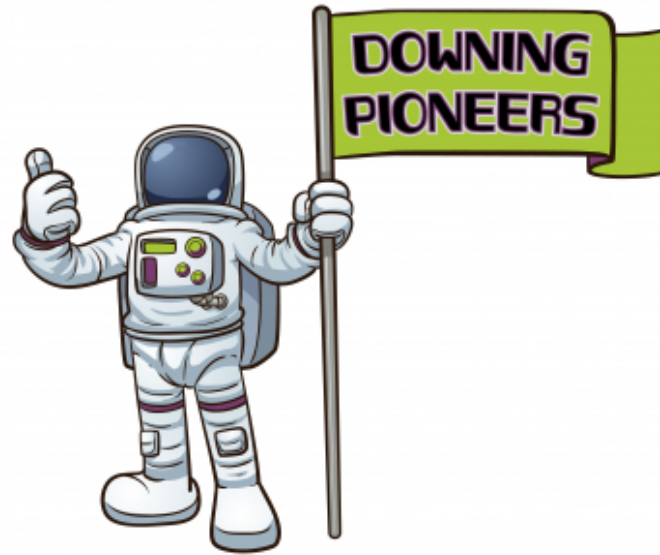


Ector County Independent School District

Edward K. Downing Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



Mission Statement

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

Vision

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

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Board Goals

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

Performance Objective 1: By May of 2027, the percentage of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 38% to 46%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: Lesson Plans and feedback

Walk-throughs, feedback and coaching

Tutoring performance outcomes

Data Driven Instruction Analysis during Professional Learning Committees

iReady

Checkpoints

Strategy 1 Details					Reviews																		
Strategy 1: In accordance with the district's initiatives, scope and sequence, and ECISD-approved curriculum, our Multi-Classroom Leaders and their team teachers will collaborate and plan lessons using a variety of structures and strategies that promote high student engagement. Strategy's Expected Result/Impact: Students will be allowed to participate in a variety of learning experiences through Blended Learning station rotations that allow for high accountability and engagement. Staff Responsible for Monitoring: Teachers, Multi-Classroom Leaders and Administrators <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Multi-Classroom Leaders will facilitate weekly collaborative planning with team teachers to unpack priority TEKS, identify the required level of rigor, and plan Blended Learning station rotations that include teacher-led small groups, collaborative practice, independent application, and technology-supported learning.</td><td>Multi-Classroom Leaders, 3rd-5th Grade Teachers, Reading Specialist, Administrators</td><td>August 2026-May 2027; weekly implementation and monitoring</td><td></td></tr><tr><td>2</td><td>Administrators and Multi-Classroom Leaders will conduct weekly learning walks to monitor student engagement, instructional rigor, and implementation of planned learning structures and will provide timely feedback and coaching to strengthen instruction.</td><td>Principal, Assistant Principals, Multi-Classroom Leaders, Reading Specialist</td><td>September 2026-May 2027; weekly learning walks with monthly trend reviews</td><td></td></tr></table> TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Curriculum, Instruction, and Assessment 3 Funding Sources: additional MCL - Title One School-wide - \$3,000					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Multi-Classroom Leaders will facilitate weekly collaborative planning with team teachers to unpack priority TEKS, identify the required level of rigor, and plan Blended Learning station rotations that include teacher-led small groups, collaborative practice, independent application, and technology-supported learning.	Multi-Classroom Leaders, 3rd-5th Grade Teachers, Reading Specialist, Administrators	August 2026-May 2027; weekly implementation and monitoring		2	Administrators and Multi-Classroom Leaders will conduct weekly learning walks to monitor student engagement, instructional rigor, and implementation of planned learning structures and will provide timely feedback and coaching to strengthen instruction.	Principal, Assistant Principals, Multi-Classroom Leaders, Reading Specialist	September 2026-May 2027; weekly learning walks with monthly trend reviews		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	Multi-Classroom Leaders will facilitate weekly collaborative planning with team teachers to unpack priority TEKS, identify the required level of rigor, and plan Blended Learning station rotations that include teacher-led small groups, collaborative practice, independent application, and technology-supported learning.	Multi-Classroom Leaders, 3rd-5th Grade Teachers, Reading Specialist, Administrators	August 2026-May 2027; weekly implementation and monitoring															
2	Administrators and Multi-Classroom Leaders will conduct weekly learning walks to monitor student engagement, instructional rigor, and implementation of planned learning structures and will provide timely feedback and coaching to strengthen instruction.	Principal, Assistant Principals, Multi-Classroom Leaders, Reading Specialist	September 2026-May 2027; weekly learning walks with monthly trend reviews																				
Oct	Jan	Mar	May																				

Strategy 2 Details					Reviews																		
Strategy 2: Tutoring will be provided before, during, and after school to target reading and math skills. Strategy's Expected Result/Impact: Increase in student achievement toward growth goals and closing student gaps in reading and math. Staff Responsible for Monitoring: Classroom teachers, campus administrators <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Teachers and campus specialists will use Checkpoint, iReady, classroom assessment, and STAAR data to identify students performing below Meets and assign students to targeted tutoring groups based on specific skill deficits.</td><td>Classroom Teachers, Multi-Classroom Leaders, Reading Specialist, Math Specialist, Administrators</td><td>August-September 2026 for initial groups; regroup every 6-9 weeks through May 2027</td><td></td></tr><tr><td>2</td><td>Tutors will provide targeted instruction aligned to identified TEKS and document student attendance, skills addressed, and progress after each tutoring cycle. Student groups will be adjusted based on evidence of growth.</td><td>Tutors, Classroom Teachers, Multi-Classroom Leaders, Administrators</td><td>October 2026-May 2027; progress monitored every 6-9 weeks</td><td></td></tr></table> TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy Funding Sources: Tutoring - Title One School-wide - \$30,000					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Teachers and campus specialists will use Checkpoint, iReady, classroom assessment, and STAAR data to identify students performing below Meets and assign students to targeted tutoring groups based on specific skill deficits.	Classroom Teachers, Multi-Classroom Leaders, Reading Specialist, Math Specialist, Administrators	August-September 2026 for initial groups; regroup every 6-9 weeks through May 2027		2	Tutors will provide targeted instruction aligned to identified TEKS and document student attendance, skills addressed, and progress after each tutoring cycle. Student groups will be adjusted based on evidence of growth.	Tutors, Classroom Teachers, Multi-Classroom Leaders, Administrators	October 2026-May 2027; progress monitored every 6-9 weeks		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	Teachers and campus specialists will use Checkpoint, iReady, classroom assessment, and STAAR data to identify students performing below Meets and assign students to targeted tutoring groups based on specific skill deficits.	Classroom Teachers, Multi-Classroom Leaders, Reading Specialist, Math Specialist, Administrators	August-September 2026 for initial groups; regroup every 6-9 weeks through May 2027															
2	Tutors will provide targeted instruction aligned to identified TEKS and document student attendance, skills addressed, and progress after each tutoring cycle. Student groups will be adjusted based on evidence of growth.	Tutors, Classroom Teachers, Multi-Classroom Leaders, Administrators	October 2026-May 2027; progress monitored every 6-9 weeks																				
Oct	Jan	Mar	May																				

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 3: Teachers are in need of ongoing coaching and instructional support to strengthen the impact instruction. Feedback from Opportunity Culture leaders and administrators with evidence of improved instructional practices, are needed to increase student progress toward mastery. Root Cause: Although the Opportunity Culture Team and administrators provide coaching, not all teachers consistently implement bite-sized coaching steps or adjust instruction based on feedback and student work analysis.

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

Performance Objective 2: By May of 2027, the percentage of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 36% to 49%.

Indicators of Success:

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

Evaluation Data Sources: Lesson Plans

Walk-throughs and feedback

Tutoring outcomes

PLCs (Planning Data Driven Instruction)

On-going coaching for all staff

Checkpoints

Strategy 1 Details					Reviews																		
Strategy 1: The 3rd-5th grade teachers will be coached by the Reading specialist and Multi-classroom leaders on Balanced Literacy, ELAR framework, rigorous tier 1 instruction and successful classroom practices. Strategy's Expected Result/Impact: The Multi-classroom leaders and Reading specialist will support the classroom teacher in improving classroom practices which will lead to student improvement Staff Responsible for Monitoring: Administrators, Multi-classroom leaders, and Reading Specialist <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Reading Specialist and Multi-Classroom Leaders will conduct coaching cycles that include observation, modeling, collaborative planning, and feedback focused on rigorous Tier 1 instruction, questioning, student discourse, and differentiated instruction.</td><td>Reading Specialist, Multi-Classroom Leaders, Administrators, 3rd-5th Grade Teachers</td><td>September 2026-May 2027; coaching cycles every 4-6 weeks</td><td></td></tr><tr><td>2</td><td>Teachers will implement one identified high-leverage instructional practice from each coaching cycle and administrators/Multi-Classroom Leaders will monitor implementation through follow-up walkthroughs and student work.</td><td>3rd-5th Grade Teachers, Multi-Classroom Leaders, Administrators</td><td>October 2026-May 2027; follow-up within 2-3 weeks of each coaching cycle</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Reading Specialist and Multi-Classroom Leaders will conduct coaching cycles that include observation, modeling, collaborative planning, and feedback focused on rigorous Tier 1 instruction, questioning, student discourse, and differentiated instruction.	Reading Specialist, Multi-Classroom Leaders, Administrators, 3rd-5th Grade Teachers	September 2026-May 2027; coaching cycles every 4-6 weeks		2	Teachers will implement one identified high-leverage instructional practice from each coaching cycle and administrators/Multi-Classroom Leaders will monitor implementation through follow-up walkthroughs and student work.	3rd-5th Grade Teachers, Multi-Classroom Leaders, Administrators	October 2026-May 2027; follow-up within 2-3 weeks of each coaching cycle		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	Reading Specialist and Multi-Classroom Leaders will conduct coaching cycles that include observation, modeling, collaborative planning, and feedback focused on rigorous Tier 1 instruction, questioning, student discourse, and differentiated instruction.	Reading Specialist, Multi-Classroom Leaders, Administrators, 3rd-5th Grade Teachers	September 2026-May 2027; coaching cycles every 4-6 weeks															
2	Teachers will implement one identified high-leverage instructional practice from each coaching cycle and administrators/Multi-Classroom Leaders will monitor implementation through follow-up walkthroughs and student work.	3rd-5th Grade Teachers, Multi-Classroom Leaders, Administrators	October 2026-May 2027; follow-up within 2-3 weeks of each coaching cycle																				
Oct	Jan	Mar	May																				

Strategy 2 Details					Reviews																		
Strategy 2: The 3rd - 5th grade teachers will monitor student progress and set student goals after every checkpoint. Strategy's Expected Result/Impact: Targeted reading intervention and reading fluency will improve. Staff Responsible for Monitoring: Administrators, multi-classroom leaders and Reading speciali <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Following each Checkpoint, teachers will analyze student performance by TEKS, identify individual strengths and gaps, and establish measurable student growth goals.</td><td>3rd-5th Grade Teachers, Multi-Classroom Leaders, Content Specialists</td><td>Within 10 instructional days following each Checkpoint</td><td></td></tr><tr><td>2</td><td>Teachers will conference with students to review performance, communicate individual goals, and identify specific instructional/intervention actions students will take before the next assessment.</td><td>3rd-5th Grade Teachers, Multi-Classroom Leaders</td><td>Within 15 instructional days following each Checkpoint</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Following each Checkpoint, teachers will analyze student performance by TEKS, identify individual strengths and gaps, and establish measurable student growth goals.	3rd-5th Grade Teachers, Multi-Classroom Leaders, Content Specialists	Within 10 instructional days following each Checkpoint		2	Teachers will conference with students to review performance, communicate individual goals, and identify specific instructional/intervention actions students will take before the next assessment.	3rd-5th Grade Teachers, Multi-Classroom Leaders	Within 15 instructional days following each Checkpoint		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	Following each Checkpoint, teachers will analyze student performance by TEKS, identify individual strengths and gaps, and establish measurable student growth goals.	3rd-5th Grade Teachers, Multi-Classroom Leaders, Content Specialists	Within 10 instructional days following each Checkpoint															
2	Teachers will conference with students to review performance, communicate individual goals, and identify specific instructional/intervention actions students will take before the next assessment.	3rd-5th Grade Teachers, Multi-Classroom Leaders	Within 15 instructional days following each Checkpoint																				
Oct	Jan	Mar	May																				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Performance Objective 3: By May 2027, the percentage of 5th Grade students performing at the MEETS level on Science STAAR will increase from 18% to 28%.

Indicators of Success:

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

Evaluation Data Sources: Lesson plans

Walk-through and feedback

Tutoring outcomes

PLCs (Planning Data Driven Instruction)

On-going coaching for all staff

Strategy 1 Details					Reviews			
Strategy 1: Strengthen Science Instruction Through Hands-On Learning and Aligned Resources Strategy's Expected Result/Impact: Teachers will be provided targeted professional development on 5th grade Science standards, instructional strategies for inquiry-based learning, and use of district-adopted resources. Staff Responsible for Monitoring: Administrators, Curriculum and Instruction Department support staff					Formative			Summative
					Oct	Jan	Mar	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	The 5th Grade Science teacher will collaborate with Curriculum and Instruction support staff to unpack priority Science TEKS and identify opportunities for hands-on investigations, inquiry, academic vocabulary, and application of science concepts.	5th Grade Science Teacher, Curriculum and Instruction Support Staff, Administrators	August-September 2026; reviewed and adjusted each grading period					
2	The Science teacher will incorporate district-adopted instructional resources and hands-on learning experiences aligned to the depth and complexity of the TEKS, with administrators monitoring implementation through learning walks.	5th Grade Science Teacher, Administrators, Curriculum and Instruction Support Staff	September 2026-May 2027; weekly instruction and monthly monitoring					
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments								

Strategy 2 Details					Reviews																		
Strategy 2: Use Data-Driven Interventions and Progress Monitoring Strategy's Expected Result/Impact: Teacher will track progress using data meetings every 6-9 weeks to adjust instruction and interventions Staff Responsible for Monitoring: Administrators, teachers, curriculum and Instruction support <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>The 5th Grade Science teacher and PLC will analyze Checkpoint and classroom assessment data every 6-9 weeks to identify standards requiring reteaching and students requiring targeted intervention.</td><td>5th Grade Science Teacher, Administrators, Curriculum and Instruction Support Staff</td><td>Every 6-9 weeks, October 2026-May 2027</td><td></td></tr><tr><td>2</td><td>Students will receive targeted small-group intervention and reteaching based on identified TEKS gaps, with progress documented and groups adjusted following each data review.</td><td>5th Grade Science Teacher, Tutors, Curriculum and Instruction Support Staff</td><td>October 2026-May 2027; intervention monitored every 6-9 weeks</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	The 5th Grade Science teacher and PLC will analyze Checkpoint and classroom assessment data every 6-9 weeks to identify standards requiring reteaching and students requiring targeted intervention.	5th Grade Science Teacher, Administrators, Curriculum and Instruction Support Staff	Every 6-9 weeks, October 2026-May 2027		2	Students will receive targeted small-group intervention and reteaching based on identified TEKS gaps, with progress documented and groups adjusted following each data review.	5th Grade Science Teacher, Tutors, Curriculum and Instruction Support Staff	October 2026-May 2027; intervention monitored every 6-9 weeks		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	The 5th Grade Science teacher and PLC will analyze Checkpoint and classroom assessment data every 6-9 weeks to identify standards requiring reteaching and students requiring targeted intervention.	5th Grade Science Teacher, Administrators, Curriculum and Instruction Support Staff	Every 6-9 weeks, October 2026-May 2027															
2	Students will receive targeted small-group intervention and reteaching based on identified TEKS gaps, with progress documented and groups adjusted following each data review.	5th Grade Science Teacher, Tutors, Curriculum and Instruction Support Staff	October 2026-May 2027; intervention monitored every 6-9 weeks																				
Oct	Jan	Mar	May																				

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 1: The percentage of students in K-3 achieving or exceeding their I-ready reading goal will increase from 44% to 54%.

Indicators of Success:

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

Evaluation Data Sources: BOY, MOY and EOY scores

Lesson Plans

Walk-throughs and feedback

Tutoring outcomes (data)

PLCs (Planning and Data-Driven Instruction)

On-going coaching for all staff

Strategy 1 Details					Reviews			
Strategy 1: According to the iReady Reading Growth Assessment, the number of the students in k-3 meeting or exceeding their growth goals will increase from 15% to 25%. Strategy's Expected Result/Impact: The percentage of students K-3 reading at or above grade level will improve. Staff Responsible for Monitoring: Multi-classroom leaders, teachers and administrators					Formative			Summative
					Oct	Jan	Mar	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	K-3 teachers will analyze BOY iReady data to identify individual student areas of need and establish individualized growth goals aligned to students' diagnostic results.	K-3 Teachers, Multi-Classroom Leaders, Reading Specialist, Administrators	August-September 2026; goals established within 15 instructional days of BOY testing					
2	Teachers will provide differentiated small-group instruction and iReady practice aligned to individual student needs and review progress regularly to adjust instruction.	K-3 Teachers, Multi-Classroom Leaders, Reading Specialist	September 2026-May 2027; progress reviewed every 4-6 weeks					
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments								

Strategy 2 Details					Reviews			
Strategy 2: With the Multi-classroom leaders, Reach Associates and added Opportunity Culture team members, more teachers will receive the coaching and support to grow teachers and students to help increase growth in both reading and math. Strategy's Expected Result/Impact: The percentage of students growth K-3 will improve in both reading and math. Staff Responsible for Monitoring: Teachers Multi-classroom Leaders Reach Associates/Teacher residents Master Team Reach Teachers Administrators					Formative			Summative
					Oct	Jan	Mar	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Multi-Classroom Leaders and Opportunity Culture team members will identify teachers needing additional support and develop individualized coaching plans focused on instructional practices that directly impact student growth.	Multi-Classroom Leaders, Reach Associates, Master Team Reach Teachers, Administrators	August-September 2026; coaching plans updated each grading period					
2	Coaches will conduct observation, modeling, co-planning, and feedback cycles and monitor the impact of implementation through classroom walkthroughs and student achievement data.	Multi-Classroom Leaders, Reach Associates, Master Team Reach Teachers, Administrators	September 2026-May 2027; coaching cycles every 4-6 weeks					
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction								
 No Progress  Accomplished  Continue/Modify  Discontinue								

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

Performance Objective 2: The percentage of 3rd grade students performing at the MEETS level on their Reading STAAR assessment will increase from 38% to 48%.

Indicators of Success:

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

Evaluation Data Sources: BOY, MOY, EOY iReady data

Strategy 1 Details					Reviews																		
Strategy 1: Teachers will track 3rd grade student scores using district provided ipads by comparing them to their 2nd grade scores as a baseline to ensure students are making progress. Strategy's Expected Result/Impact: Teachers will be able to determine which students need intervention. Staff Responsible for Monitoring: Multi-classroom leaders Teachers Administrators <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Third Grade teachers will review prior-year and BOY assessment data to establish baseline performance and identify students requiring targeted reading intervention.</td><td>3rd Grade Teachers, Multi-Classroom Leaders, Administrators</td><td>August-September 2026</td><td></td></tr><tr><td>2</td><td>Teachers will maintain student data trackers and review progress during PLCs to identify students who have met goals, students needing additional intervention, and instructional adjustments needed.</td><td>3rd Grade Teachers, Multi-Classroom Leaders, Reading Specialist, Administrators</td><td>September 2026-May 2027; reviewed every 4-6 weeks</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Third Grade teachers will review prior-year and BOY assessment data to establish baseline performance and identify students requiring targeted reading intervention.	3rd Grade Teachers, Multi-Classroom Leaders, Administrators	August-September 2026		2	Teachers will maintain student data trackers and review progress during PLCs to identify students who have met goals, students needing additional intervention, and instructional adjustments needed.	3rd Grade Teachers, Multi-Classroom Leaders, Reading Specialist, Administrators	September 2026-May 2027; reviewed every 4-6 weeks		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	Third Grade teachers will review prior-year and BOY assessment data to establish baseline performance and identify students requiring targeted reading intervention.	3rd Grade Teachers, Multi-Classroom Leaders, Administrators	August-September 2026															
2	Teachers will maintain student data trackers and review progress during PLCs to identify students who have met goals, students needing additional intervention, and instructional adjustments needed.	3rd Grade Teachers, Multi-Classroom Leaders, Reading Specialist, Administrators	September 2026-May 2027; reviewed every 4-6 weeks																				
Oct	Jan	Mar	May																				

Strategy 2 Details					Reviews																		
Strategy 2: Tutoring will be provided during and /or after school. Strategy's Expected Result/Impact: The percentage of 3rd grade students reading at or above grade level will improve. Staff Responsible for Monitoring: Multi-classroom leaders Teachers Administrators <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Use BOY, iReady, Checkpoint, and classroom data to identify 3rd grade students needing additional reading support and develop targeted tutoring groups.</td><td>3rd Grade Teachers, Multi-Classroom Leaders, Reading Specialist, Administrators</td><td>September-October 2026; regroup every 6-9 weeks</td><td></td></tr><tr><td>2</td><td>Provide targeted tutoring focused on priority reading TEKS, comprehension, vocabulary, fluency, and evidence-based responses, with student progress reviewed after each tutoring cycle.</td><td>Tutors, 3rd Grade Teachers, Reading Specialist</td><td>October 2026-May 2027</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Use BOY, iReady, Checkpoint, and classroom data to identify 3rd grade students needing additional reading support and develop targeted tutoring groups.	3rd Grade Teachers, Multi-Classroom Leaders, Reading Specialist, Administrators	September-October 2026; regroup every 6-9 weeks		2	Provide targeted tutoring focused on priority reading TEKS, comprehension, vocabulary, fluency, and evidence-based responses, with student progress reviewed after each tutoring cycle.	Tutors, 3rd Grade Teachers, Reading Specialist	October 2026-May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	Use BOY, iReady, Checkpoint, and classroom data to identify 3rd grade students needing additional reading support and develop targeted tutoring groups.	3rd Grade Teachers, Multi-Classroom Leaders, Reading Specialist, Administrators	September-October 2026; regroup every 6-9 weeks															
2	Provide targeted tutoring focused on priority reading TEKS, comprehension, vocabulary, fluency, and evidence-based responses, with student progress reviewed after each tutoring cycle.	Tutors, 3rd Grade Teachers, Reading Specialist	October 2026-May 2027																				
Oct	Jan	Mar	May																				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: 3rd grade Reading STAAR performance in meets was only at 38%. Root Cause: Tier 1 reading instruction and small-group interventions lack the rigor, differentiation, and targeted supports necessary to address students' foundational skill gaps and move them toward grade-level expectations.

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

Performance Objective 1: School Connectedness panorama data will increase from 72% to 75%.

Indicators of Success:

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

Evaluation Data Sources: panorama survey spring 2027

Strategy 1 Details					Reviews			
Strategy 1: Strengthen Student-Teacher and Peer Relationships by implementing weekly classroom community circles or morning meetings to build trust, promote student voice, and strengthen relationships. Strategy's Expected Result/Impact: Classrooms will be monitored through student feedback, teacher reflections, and observation of classroom climate and Student Wellness Being lessons. Staff Responsible for Monitoring: Administrators, teachers, counselors					Formative			Summative
					Oct	Jan	Mar	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Teachers will implement weekly community circles or morning meetings using campus SEL/Student Wellness Being lessons to build relationships, practice communication skills, and provide opportunities for student voice.	Teachers, Counselors, Administrators	August 2026-May 2027; weekly					
2	Administrators and counselors will monitor implementation through classroom walkthroughs, student feedback, and teacher reflections and provide support to classrooms needing additional assistance.	Administrators, Counselors	September 2026-May 2027; monthly monitoring					
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture								

Strategy 2 Details					Reviews																		
Strategy 2: Increase Student Engagement in Campus Activities by expanding extracurricular opportunities such as clubs, student leadership groups, and mentoring programs to ensure all students feel connected to school. Strategy's Expected Result/Impact: by tracking student participation in activities and gathering feedback will ensure equitable access for all students and create a sense of belonging to the school community. Staff Responsible for Monitoring: Teachers, Administrators, Counselors <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Identify and establish student leadership groups, clubs, mentoring opportunities, and campus activities that provide students with multiple opportunities to participate and contribute.</td><td>Administrators, Counselors, Teachers</td><td>August-October 2026; activities operational by October 2026</td><td></td></tr><tr><td>2</td><td>Track student participation and solicit student feedback each semester to identify students not participating and create additional opportunities for equitable involvement.</td><td>Counselors, Teachers, Administrators</td><td>October 2026-May 2027; participation reviewed quarterly</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Identify and establish student leadership groups, clubs, mentoring opportunities, and campus activities that provide students with multiple opportunities to participate and contribute.	Administrators, Counselors, Teachers	August-October 2026; activities operational by October 2026		2	Track student participation and solicit student feedback each semester to identify students not participating and create additional opportunities for equitable involvement.	Counselors, Teachers, Administrators	October 2026-May 2027; participation reviewed quarterly		Formative			Summative
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Oct	Jan	Mar	May																				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 2: Student daily attendance will increase from 93.8% to 95%.

Indicators of Success:

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

Evaluation Data Sources: Attendance records

Strategy 1 Details					Reviews			
Strategy 1: Strengthen Attendance Monitoring and Parent Communication by implementing a systematic attendance monitoring process with daily reviews and weekly reports to identify students with chronic absences. Strategy's Expected Result/Impact: Communication will promptly be shared with parents through phone calls, letters, and conferences to address attendance concerns and provide resources for support. We will recognize and celebrate improved attendance through positive communication and family engagement. Staff Responsible for Monitoring: Administrators, teachers, counselors					Formative			Summative
					Oct	Jan	Mar	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Attendance staff and administrators will review attendance daily and generate a weekly list of students with repeated absences or tardies for follow-up.	Attendance Clerk, Administrators, Counselors, Teachers	August 2026-May 2027; daily review/ weekly report					
2	Staff will contact families of identified students through phone calls, letters, conferences, and available support resources and document interventions and outcomes.	Teachers, Counselors, Administrators	Within 5 school days of identification; ongoing throughout the year					
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture								

Strategy 2 Details					Reviews																		
Strategy 2: Incentivize and Support Student Attendance by establish campus-wide attendance incentives such as weekly recognition, monthly rewards, and classroom competitions to encourage consistent attendance. Strategy's Expected Result/Impact: Increased parent awareness and accountability will lead to earlier interventions for students with attendance concerns, reducing chronic absenteeism and improving overall attendance rates. Staff Responsible for Monitoring: Teachers, administrators, counselors <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Establish a campus attendance recognition calendar that includes weekly student/classroom recognition and monthly attendance celebrations.</td><td>Administrators, Counselors, Teachers</td><td>Launch September 2026; continue monthly through May 2027</td><td></td></tr><tr><td>2</td><td>Review attendance data monthly to identify students or classrooms needing additional support and connect families with appropriate campus/ district resources.</td><td>Administrators, Counselors, Attendance Clerk</td><td>Monthly September 2026-May 2027</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Establish a campus attendance recognition calendar that includes weekly student/classroom recognition and monthly attendance celebrations.	Administrators, Counselors, Teachers	Launch September 2026; continue monthly through May 2027		2	Review attendance data monthly to identify students or classrooms needing additional support and connect families with appropriate campus/ district resources.	Administrators, Counselors, Attendance Clerk	Monthly September 2026-May 2027		Formative			Summative
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2	Review attendance data monthly to identify students or classrooms needing additional support and connect families with appropriate campus/ district resources.	Administrators, Counselors, Attendance Clerk	Monthly September 2026-May 2027																				
Oct	Jan	Mar	May																				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 3: Exclusionary disciplinary infractions will decrease from 34% to 24%.

Indicators of Success:

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

Evaluation Data Sources: Discipline SQL reports

Strategy 1 Details					Reviews			
Strategy 1: Implement Restorative Practices and Social-Emotional Learning (SEL) Strategy's Expected Result/Impact: Increased use of restorative approaches will reduce the need for exclusionary discipline, improve student-teacher relationships, and create a more positive school climate. Staff Responsible for Monitoring: Teachers, Administration, Counselors					Formative			Summative
					Oct	Jan	Mar	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Teachers will implement scheduled SEL/Student Wellness Being lessons and use restorative conversations to address conflict, problem-solving, emotional regulation, and relationship repair.	Teachers, Counselors, Administrators	August 2026-May 2027; SEL weekly and restorative practices as needed					
2	Administrators and counselors will review discipline referrals to identify recurring behaviors and provide targeted SEL or restorative interventions before behaviors escalate when appropriate.	Administrators, Counselors	Biweekly review, September 2026-May 2027					
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture								

Strategy 2 Details					Reviews																		
Strategy 2: Strengthen Behavior Interventions and Support Systems by establish a campus-wide Positive Behavioral Interventions and Supports (PBIS) framework with clear expectations, consistent consequences, and positive reinforcement. Strategy's Expected Result/Impact: Consistent implementation of proactive supports will decrease disciplinary infractions, keep students engaged in instruction, and promote equity in behavior management. Staff Responsible for Monitoring: Teachers, administrators, counselors <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Campus leadership will clearly define and reteach behavior expectations for common areas, classrooms, transitions, and dismissal, with staff using consistent language and responses.</td><td>Administrators, Counselors, Teachers</td><td>August-September 2026; reteach after breaks and as data indicates</td><td></td></tr><tr><td>2</td><td>Use discipline data to identify high-frequency behaviors, locations, and student needs and implement targeted Tier 2 supports and positive reinforcement systems.</td><td>Administrators, Counselors, Teachers</td><td>September 2026-May 2027; data reviewed monthly</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Campus leadership will clearly define and reteach behavior expectations for common areas, classrooms, transitions, and dismissal, with staff using consistent language and responses.	Administrators, Counselors, Teachers	August-September 2026; reteach after breaks and as data indicates		2	Use discipline data to identify high-frequency behaviors, locations, and student needs and implement targeted Tier 2 supports and positive reinforcement systems.	Administrators, Counselors, Teachers	September 2026-May 2027; data reviewed monthly		Formative			Summative
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2	Use discipline data to identify high-frequency behaviors, locations, and student needs and implement targeted Tier 2 supports and positive reinforcement systems.	Administrators, Counselors, Teachers	September 2026-May 2027; data reviewed monthly																				
Oct	Jan	Mar	May																				

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: EKD will improve the implementation of TEK-based, rigorous, and relevant curriculum supported by high-quality instructional strategies to 80% for all subjects by May 2027.

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

Strategy 1 Details					Reviews																		
Strategy 1: Curriculum and Instruction will provide and support the implementation of k-5 instructional framework for ELAR, Math and Science. Strategy's Expected Result/Impact: 100% of students will have access to high-quality instructional materials for tier 1 instruction. Staff Responsible for Monitoring: Administrators, teachers, multi-classroom leaders, Bilingual, Math and Reading Specialists <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Content Specialists and Multi-Classroom Leaders will support teachers in unpacking TEKS and implementing the district K-5 instructional framework during collaborative planning and PLCs.</td><td>Content Specialists, Multi-Classroom Leaders, Teachers, Administrators</td><td>August 2026-May 2027; weekly PLC support</td><td></td></tr><tr><td>2</td><td>Administrators and specialists will conduct learning walks to monitor implementation of the instructional framework and provide feedback/coaching when gaps are identified.</td><td>Principal, Assistant Principals, Content Specialists, Multi-Classroom Leaders</td><td>September 2026-May 2027; weekly learning walks</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Student Achievement 2, 3					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Content Specialists and Multi-Classroom Leaders will support teachers in unpacking TEKS and implementing the district K-5 instructional framework during collaborative planning and PLCs.	Content Specialists, Multi-Classroom Leaders, Teachers, Administrators	August 2026-May 2027; weekly PLC support		2	Administrators and specialists will conduct learning walks to monitor implementation of the instructional framework and provide feedback/coaching when gaps are identified.	Principal, Assistant Principals, Content Specialists, Multi-Classroom Leaders	September 2026-May 2027; weekly learning walks		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
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2	Administrators and specialists will conduct learning walks to monitor implementation of the instructional framework and provide feedback/coaching when gaps are identified.	Principal, Assistant Principals, Content Specialists, Multi-Classroom Leaders	September 2026-May 2027; weekly learning walks																				
Oct	Jan	Mar	May																				

Strategy 2 Details					Reviews																		
Strategy 2: Curriculum and Instruction will provide support in the DDI and backwards planning process through PLC support and professional development. Strategy's Expected Result/Impact: Improved tier 1 instruction and intentional and targeted backwards planning based on student needs and data. Staff Responsible for Monitoring: Teachers, Administrators, Multi-Classroom Leaders, Content specialist, Curriculum and Instructional support <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>PLC teams will use a consistent Data-Driven Instruction protocol to analyze student performance, identify priority standards, determine instructional responses, and plan reteaching/enrichment.</td><td>Teachers, PLC Leads, Multi-Classroom Leaders, Content Specialists</td><td>August 2026-May 2027; every PLC cycle</td><td></td></tr><tr><td>2</td><td>Campus specialists and Curriculum and Instruction support staff will provide professional development and coaching on backwards planning, assessment alignment, rigor, and use of student data.</td><td>Curriculum and Instruction Support, Content Specialists, Administrators</td><td>August 2026-May 2027; initial training by September 2026 and ongoing support</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	PLC teams will use a consistent Data-Driven Instruction protocol to analyze student performance, identify priority standards, determine instructional responses, and plan reteaching/enrichment.	Teachers, PLC Leads, Multi-Classroom Leaders, Content Specialists	August 2026-May 2027; every PLC cycle		2	Campus specialists and Curriculum and Instruction support staff will provide professional development and coaching on backwards planning, assessment alignment, rigor, and use of student data.	Curriculum and Instruction Support, Content Specialists, Administrators	August 2026-May 2027; initial training by September 2026 and ongoing support		Formative			Summative
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Oct	Jan	Mar	May																				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: 5th grade STAAR Science performance showed declines or minimal growth across Approaches and Meets performance levels, with 31% Approaches (down 13%) and 10% Meets (down 3%), indicating a lack of sustained academic progress. Root Cause: Students did not receive rigorous instruction during the Fall Semester due to an ineffective teacher who was not removed until the Spring Semester.
Problem Statement 3: Although 4th grade Math STAAR scores showed a total increase, Bilingual students had a significant lower percentage in Approaches and Meets compared to the Monolingual students. Root Cause: Instructional practices are not consistently rigorous or aligned to the depth and complexity of STAAR standards, limiting students' ability to progress to a higher level.

Board Goal 4: Classroom Excellence

Performance Objective 2: Increase percentage of student passing 5th grade STAAR Reading test from 64% to 74% by May 2027.

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

Strategy 1 Details					Reviews			
Strategy 1: Collaborate with Curriculum and Instruction to see which students are not meeting their objectives each 9 weeks. Strategy's Expected Result/Impact: To improve student outcomes and fill academic learning gaps. Staff Responsible for Monitoring: Teachers, administrators, Multi-classroom leaders, content specialists					Formative			Summative
					Oct	Jan	Mar	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	At the end of each nine-week grading period, the 5th Grade team will analyze Checkpoints, iReady, district benchmarks, and classroom data to identify students who have not mastered priority standards.	5th Grade Teachers, Administrators, Multi-Classroom Leaders, Content Specialists	Every nine weeks, October 2026-May 2027					
2	The team will develop targeted instructional/intervention plans for identified students and monitor implementation and progress during subsequent PLC meetings.	5th Grade Teachers, Reading Specialist, Multi-Classroom Leaders	Within 10 instructional days after each nine-week data review					
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments								

Strategy 2 Details					Reviews																		
Strategy 2: Strengthen Reading Instruction through targeted Small-Group Support and Data-Driven Practices. Strategy's Expected Result/Impact: By using MAP Reading, benchmarks, and classroom assessments we will be able to identify student gaps and provide differentiated small-group instruction focused on comprehension, vocabulary development, and critical thinking. Staff Responsible for Monitoring: Teachers, Administrators, Multi-Classroom Leaders, Content specialists <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Use MAP/benchmark, iReady, Checkpoint, and classroom assessment data to create flexible reading groups targeting comprehension, vocabulary, critical thinking, and identified TEKS gaps.</td><td>5th Grade Teachers, Reading Specialist, Multi-Classroom Leaders</td><td>August 2026-May 2027; groups established by September and regrouped every 4-6 weeks</td><td></td></tr><tr><td>2</td><td>Teachers will provide targeted small-group instruction during the instructional day and document student progress through common assessments and student work analysis.</td><td>5th Grade Teachers, Reading Specialist</td><td>September 2026-May 2027; progress reviewed every 4-6 weeks</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2, 3					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Use MAP/benchmark, iReady, Checkpoint, and classroom assessment data to create flexible reading groups targeting comprehension, vocabulary, critical thinking, and identified TEKS gaps.	5th Grade Teachers, Reading Specialist, Multi-Classroom Leaders	August 2026-May 2027; groups established by September and regrouped every 4-6 weeks		2	Teachers will provide targeted small-group instruction during the instructional day and document student progress through common assessments and student work analysis.	5th Grade Teachers, Reading Specialist	September 2026-May 2027; progress reviewed every 4-6 weeks		Formative			Summative
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Oct	Jan	Mar	May																				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: 5th grade STAAR Science performance showed declines or minimal growth across Approaches and Meets performance levels, with 31% Approaches (down 13%) and 10% Meets (down 3%), indicating a lack of sustained academic progress. Root Cause: Students did not receive rigorous instruction during the Fall Semester due to an ineffective teacher who was not removed until the Spring Semester.
Problem Statement 3: Although 4th grade Math STAAR scores showed a total increase, Bilingual students had a significant lower percentage in Approaches and Meets compared to the Monolingual students. Root Cause: Instructional practices are not consistently rigorous or aligned to the depth and complexity of STAAR standards, limiting students' ability to progress to a higher level.

Board Goal 4: Classroom Excellence

Performance Objective 3: Increase attendance rate from 93.8% to 95% for all students by May of 2027.

Evaluation Data Sources: Attendance records

Strategy 1 Details					Reviews																		
Strategy 1: Strengthen Attendance Monitoring and Family Communication by establishing a consistent system to track daily attendance, flagging students with frequent absences. Strategy's Expected Result/Impact: To improve family awareness and earlier interventions will reduce chronic absenteeism, resulting in more students attending regularly and contributing to reaching the 95% attendance goal. Staff Responsible for Monitoring: Administrators, teachers, counselors <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>The Attendance Clerk and administrators will review daily attendance and generate weekly reports identifying students with attendance patterns requiring intervention.</td><td>Attendance Clerk, Administrators, Counselors</td><td>August 2026-May 2027; daily review and weekly reporting</td><td></td></tr><tr><td>2</td><td>Teachers, counselors, and administrators will communicate with families of identified students and develop individualized attendance interventions when attendance concerns persist.</td><td>Teachers, Counselors, Administrators</td><td>Ongoing; family contact initiated within 5 school days of identification</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	The Attendance Clerk and administrators will review daily attendance and generate weekly reports identifying students with attendance patterns requiring intervention.	Attendance Clerk, Administrators, Counselors	August 2026-May 2027; daily review and weekly reporting		2	Teachers, counselors, and administrators will communicate with families of identified students and develop individualized attendance interventions when attendance concerns persist.	Teachers, Counselors, Administrators	Ongoing; family contact initiated within 5 school days of identification		Formative			Summative
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Oct	Jan	Mar	May																				

Strategy 2 Details					Reviews																		
Strategy 2: Incentivize and Support Student Attendance by implementing campus-wide attendance incentives (weekly recognition, monthly rewards, and class competitions) to promote positive attendance habits. Strategy's Expected Result/Impact: Incentives and wraparound supports will encourage students to attend consistently, strengthen a positive school culture around attendance, and drive progress toward the 95% target. Staff Responsible for Monitoring: Teachers, administrators, counselors <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Implement weekly and monthly attendance recognition for students and classrooms meeting established attendance expectations.</td><td>Teachers, Counselors, Administrators</td><td>September 2026-May 2027</td><td></td></tr><tr><td>2</td><td>Review monthly attendance data to determine whether incentives are impacting attendance and modify recognition/support systems for identified student groups as needed.</td><td>Administrators, Counselors, Attendance Clerk</td><td>Monthly October 2026-May 2027</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Implement weekly and monthly attendance recognition for students and classrooms meeting established attendance expectations.	Teachers, Counselors, Administrators	September 2026-May 2027		2	Review monthly attendance data to determine whether incentives are impacting attendance and modify recognition/support systems for identified student groups as needed.	Administrators, Counselors, Attendance Clerk	Monthly October 2026-May 2027		Formative			Summative
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Oct	Jan	Mar	May																				

 No Progress

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 Discontinue



No Progress



Accomplished



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Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: EKD will provide a safe and supportive environment by May 2027.

Evaluation Data Sources: Safeschools training, Threat Assessment reports, Panorama Survey

Strategy 1 Details					Reviews																		
Strategy 1: 100% of campus staff will complete awareness trainings about child abuse and preventative measures. Strategy's Expected Result/Impact: Campus staff will have awareness to provide a more supportive environment for students. Staff Responsible for Monitoring: Teachers, Administrators and Counselors <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Campus administration will communicate required SafeSchools training expectations and provide staff with dedicated time and access to complete child abuse awareness and prevention training.</td><td>Administrators, Counselors, Teachers</td><td>August-September 2026</td><td></td></tr><tr><td>2</td><td>Administration will monitor training completion and follow up individually with staff who have not completed required training to ensure 100% compliance.</td><td>Principal, Assistant Principals</td><td>Monthly August-October 2026; 100% completion by October 31, 2026</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Campus administration will communicate required SafeSchools training expectations and provide staff with dedicated time and access to complete child abuse awareness and prevention training.	Administrators, Counselors, Teachers	August-September 2026		2	Administration will monitor training completion and follow up individually with staff who have not completed required training to ensure 100% compliance.	Principal, Assistant Principals	Monthly August-October 2026; 100% completion by October 31, 2026		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
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2	Administration will monitor training completion and follow up individually with staff who have not completed required training to ensure 100% compliance.	Principal, Assistant Principals	Monthly August-October 2026; 100% completion by October 31, 2026																				
Oct	Jan	Mar	May																				

Strategy 2 Details					Reviews																		
Strategy 2: School staff will receive Trauma and Grief Informed Classroom and Educator Wellness training from the Counselor. Strategy's Expected Result/Impact: To create a more supportive and collaborative environment for all students. Staff Responsible for Monitoring: Teachers, administrators, counselors <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>The counselor will provide staff professional learning on trauma- and grief-informed classroom practices, recognizing student needs, and appropriate responses/supports.</td><td>Counselors, Administrators</td><td>September-October 2026</td><td></td></tr><tr><td>2</td><td>Administrators will monitor implementation through walkthroughs and staff feedback and provide additional support/resources to teachers as needed.</td><td>Administrators, Counselors</td><td>October 2026-May 2027; quarterly monitoring</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	The counselor will provide staff professional learning on trauma- and grief-informed classroom practices, recognizing student needs, and appropriate responses/supports.	Counselors, Administrators	September-October 2026		2	Administrators will monitor implementation through walkthroughs and staff feedback and provide additional support/resources to teachers as needed.	Administrators, Counselors	October 2026-May 2027; quarterly monitoring		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete														
					1	The counselor will provide staff professional learning on trauma- and grief-informed classroom practices, recognizing student needs, and appropriate responses/supports.	Counselors, Administrators	September-October 2026															
2	Administrators will monitor implementation through walkthroughs and staff feedback and provide additional support/resources to teachers as needed.	Administrators, Counselors	October 2026-May 2027; quarterly monitoring																				
Oct	Jan	Mar	May																				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: EKD will implement a school-wide system that promotes a culture of academic and personal excellence through rigorous instruction, student engagement, and high expectations across all subjects K-5.

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

Strategy 1 Details					Reviews			
Strategy 1: Curriculum and Instruction will align grade level TEKS for K-5 to ensure grade-level rigorous instruction. Strategy's Expected Result/Impact: Increase student engagement, improved quality of student work and readiness for success beyond the classroom. Teachers will use project-based learning apps to foster creativity, critical thinking and teamwork among students to enhance student engagement. Staff Responsible for Monitoring: Teachers, administrators, Multi-Classroom Leaders, Content Specialist and Curriculum and Instruction Support					Formative			Summative
					Oct	Jan	Mar	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Content Specialists and grade-level teams will unpack priority TEKS and align daily learning objectives, tasks, questioning, and student products to grade-level rigor.	Content Specialists, Multi-Classroom Leaders, Teachers, Administrators	August-September 2026; reviewed throughout the year					
2	Teachers will incorporate appropriate project-based learning and technology-supported tasks that require creativity, critical thinking, collaboration, and application of learning.	Teachers, Multi-Classroom Leaders, Content Specialists	September 2026-May 2027; monitored through lesson plans and walkthroughs					
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction								

Strategy 2 Details					Reviews																		
Strategy 2: Implement a School-Wide Framework for Rigorous Instruction and High Expectations aligned to TEKS and the district curriculum. Strategy's Expected Result/Impact: Teachers will deliver more rigorous, engaging lessons with clear expectations, leading to greater student ownership of learning and a stronger academic culture across the campus. Staff Responsible for Monitoring: Teachers, Administrators, Multi-Classroom Leaders, Content Specialists <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Campus leadership will establish and communicate school-wide instructional expectations/look-fors focused on rigor, engagement, academic discourse, questioning, checks for understanding, and student ownership.</td><td>Principal, Assistant Principals, Content Specialists, Multi-Classroom Leaders</td><td>August-September 2026</td><td></td></tr><tr><td>2</td><td>Administrators and instructional leaders will conduct weekly learning walks, collect implementation data, provide feedback, and use monthly trend data to determine professional learning and coaching needs.</td><td>Principal, Assistant Principals, Content Specialists, Multi-Classroom Leaders</td><td>September 2026-May 2027; weekly walkthroughs and monthly data reviews</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Campus leadership will establish and communicate school-wide instructional expectations/look-fors focused on rigor, engagement, academic discourse, questioning, checks for understanding, and student ownership.	Principal, Assistant Principals, Content Specialists, Multi-Classroom Leaders	August-September 2026		2	Administrators and instructional leaders will conduct weekly learning walks, collect implementation data, provide feedback, and use monthly trend data to determine professional learning and coaching needs.	Principal, Assistant Principals, Content Specialists, Multi-Classroom Leaders	September 2026-May 2027; weekly walkthroughs and monthly data reviews		Formative			Summative
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Oct	Jan	Mar	May																				

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 3: Increase student connectedness from 72% to 75% on the Panorama Survey by Spring 2027.

Evaluation Data Sources: Spring Panorama Survey 2027

Strategy 1 Details					Reviews																		
Strategy 1: Build Stronger Classroom Communities by providing staff training on relationship-building, Social-Emotional Learning (SEL), and culturally responsive practices. Strategy's Expected Result/Impact: Students will feel more valued, supported, and connected to their teachers and peers, leading to stronger relationships and higher connectedness scores on the Panorama Survey. Staff Responsible for Monitoring: Administrators, Teachers, Counselors <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Counselors and campus administrators will provide professional learning on relationship-building, SEL, and culturally responsive practices and provide teachers with strategies that can be implemented immediately.</td><td>Counselors, Administrators</td><td>August-October 2026</td><td></td></tr><tr><td>2</td><td>Teachers will implement relationship-building and SEL practices, while administrators and counselors monitor implementation through walkthroughs, teacher reflections, and student feedback.</td><td>Teachers, Counselors, Administrators</td><td>September 2026-May 2027; monitoring monthly</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Counselors and campus administrators will provide professional learning on relationship-building, SEL, and culturally responsive practices and provide teachers with strategies that can be implemented immediately.	Counselors, Administrators	August-October 2026		2	Teachers will implement relationship-building and SEL practices, while administrators and counselors monitor implementation through walkthroughs, teacher reflections, and student feedback.	Teachers, Counselors, Administrators	September 2026-May 2027; monitoring monthly		Formative			Summative
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Oct	Jan	Mar	May																				

Strategy 2 Details					Reviews																		
Strategy 2: Expand Student Voice and Engagement Opportunities by creating opportunities for students to participate in decision-making through student leadership groups, and feedback surveys. Strategy's Expected Result/Impact: Students will develop a sense of ownership and belonging within the school community, resulting in higher engagement and an increase in overall connectedness from 46% to 66%. Staff Responsible for Monitoring: Teachers, Administrators, Counselors <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Establish and expand student leadership opportunities, including Pioneer Leaders, House leadership, student groups, and other campus opportunities that allow students to contribute to campus decisions and activities.</td><td>Principal, Counselors, Teachers, House Leaders</td><td>August-October 2026; ongoing through May 2027</td><td></td></tr><tr><td>2</td><td>Administer student feedback/pulse surveys during the school year and use results to identify areas for improvement in student voice, belonging, and engagement before the Spring Panorama Survey.</td><td>Counselors, Administrators, Teachers</td><td>October 2026, January 2027, and April 2027</td><td></td></tr></table> TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Establish and expand student leadership opportunities, including Pioneer Leaders, House leadership, student groups, and other campus opportunities that allow students to contribute to campus decisions and activities.	Principal, Counselors, Teachers, House Leaders	August-October 2026; ongoing through May 2027		2	Administer student feedback/pulse surveys during the school year and use results to identify areas for improvement in student voice, belonging, and engagement before the Spring Panorama Survey.	Counselors, Administrators, Teachers	October 2026, January 2027, and April 2027		Formative			Summative
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 No Progress

 Accomplished

 Continue/Modify

 Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue