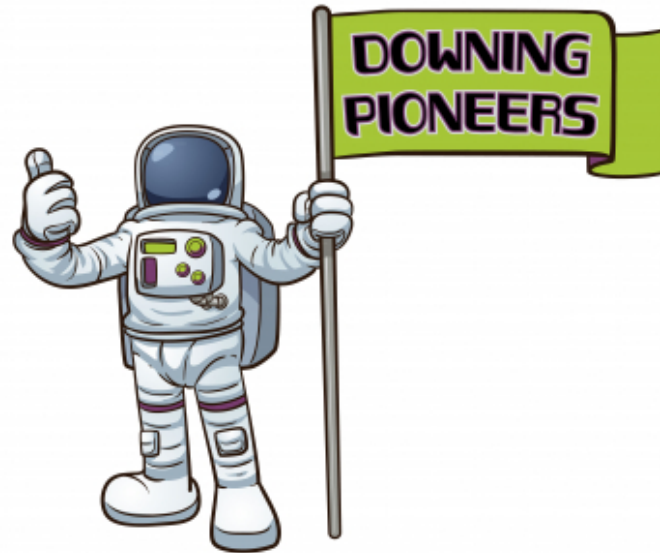# Ector County Independent School District

Edward K. Downing Elementary

2025-2026 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 2026, the percentage of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 21% to 41%.

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 and feedback
Walk-throughs, feedback and coaching
Tutoring performance outcomes
Data Driven Instruction Analysis during Professional Learning Committees
MAPs
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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
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 **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
Strategy 2: Tutoring will be provided before, during, and after school to target reading and math skills.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student achievement toward growth goals and closing student gaps in reading and math.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Classroom teachers, campus administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** tutoring - Title One School-wide - $30,000				

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 2: By May of 2026, the percentage of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 21% to 41%.

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 3rd 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
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.	**Formative**			**Summative**
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 **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	**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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Targeted reading intervention and reading fluency will improve. **Staff Responsible for Monitoring:** Administrators, multi-classroom leaders and Reading specialist **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	**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 2026, the percentage of 5th Grade students performing at the MEETS level on Science STAAR will increase from 14% to 34%.

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	**Formative**			**Summative**
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.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Administrators, Curriculum and Instruction Department support staff **Title I:** 2.51, 2.534 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Use Data-Driven Interventions and Progress Monitoring	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teacher will track progress using data meetings every 6-9 weeks to adjust instruction and interventions	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Administrators, teachers, curriculum and Instruction support **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 1: The percentage of students K-3 achieving or exceeding their Reading RIT goal will increase from 34% to 54%.

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

Evaluation Data Sources: MAP, 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 MAP Reading Growth Assessment, the number of the students in k-3 meeting or exceeding their growth goals will increase from 12% to 32%.	**Formative**			**Summative**
	Oct	Jan	Mar	May
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 **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
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 **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 K-3 students will show growth from 51% to 61% on their Reading Map Assessment.

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

Evaluation Data Sources: BOY, MOY, EOY MAP data

Strategy 1 Details		Reviews			
Strategy 1: Strengthen Foundational Literacy Instruction in grades K-3 by implementing daily structured phonics and phonemic awareness lessons using evidence-based resources.		**Formative**			**Summative**
Strategy's Expected Result/Impact: The percentage of students reading at or above grade level will improve.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Multi-classroom leaders Teachers Administrators **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction					

Strategy 2 Details		Reviews			
Strategy 2: Targeted Interventions and Progress Monitoring by using MAP Reading data, running records, and classroom assessments to identify students at risk and provide targeted small-group or one-on-one interventions.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will be able to determine which students are still needing intervention.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Multi-classroom leaders Teachers Administrators **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 3: The percentage of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 22% to 37%.

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 Data
Check Points
BOY, MOY, EOY, MAP data
Lesson Plans
Walk-through and feedback
Tutoring outcomes
PLCs (Planning and Data-Driven Instruction)
On-going coaching for all staff

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

Strategy 2 Details		Reviews			
Strategy 2: Tutoring will be provided during and /or after school.		**Formative**			**Summative**
Strategy's Expected Result/Impact: The percentage of 3rd grade students reading at or above grade level will improve.		**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Multi-classroom leaders Teachers Administrators **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1					

Strategy 3 Details		Reviews			
Strategy 3: Reading and Bilingual Specialists will support teachers and students by modeling best practices, analyzing data, and assisting with lesson planning to ensure instruction is rigorous and aligned to state standards.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will review student progress through regular data meetings and adjust instruction accordingly.		**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Reading and Bilingual Specialists, teachers, Administrators **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction					

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: 3rd grade Math STAAR performance declined in all performance levels (Approaches, Meets, and Masters), with only 40% of students at Approaches compared to 48% the prior year.   **Root Cause**: Tier 1 math 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 93% by May 2029.

Performance Objective 1: School Connectedness panorama data will increase from 46% to 66%.

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 2026

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.	**Formative**			**Summative**
	Oct	Jan	Mar	May
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 **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.	**Formative**			**Summative**
	Oct	Jan	Mar	May
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 **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture				

No Progress   Accomplished   Continue/Modify   Discontinue

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

Performance Objective 2: Student daily attendance will increase from 92.9% 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
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 **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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
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 **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 3: Exclusionary disciplinary infractions will decrease from 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)	**Formative**			**Summative**
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.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, Administration, Counselors **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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
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 **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

○ 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 2026.

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

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.	**Formative**			**Summative**
	Oct	Jan	Mar	May
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 **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2, 3				

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.	**Formative**			**Summative**
	Oct	Jan	Mar	May
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 **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: 5th grade STAAR Reading and Math performance showed declines or minimal growth across all performance levels, with Reading at 48% Approaches (down 3%) and Math at 44% Approaches (down 8%), indicating a lack of sustained academic progress.   **Root Cause**: Inconsistent implementation of data-driven instructional practices and limited ongoing support for teachers in delivering effective reading and math interventions have contributed to low student growth and achievement.
Problem Statement 3: Although 4th grade Reading and Math STAAR scores showed year-over-year growth, overall performance remains low, with fewer than 55% of students meeting Approaches and less than a quarter of students reaching Meets or Masters.   **Root Cause**: Instructional practices are not consistently rigorous or aligned to the depth and complexity of STAAR standards, limiting students' ability to progress beyond the Approaches level to Meets and Masters.

Board Goal 4: Classroom Excellence

Performance Objective 2: Increase percentage of student passing 5th grade STAAR Reading test from 48% to 68% by May 2026.

Evaluation Data Sources: Checkpoints, BOY, MOY, EOY MAPS, 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.	**Formative**			**Summative**
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 **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Oct	Jan	Mar	May
Strategy 2 Details	**Reviews**			
Strategy 2: Strengthen Reading Instruction through targeted Small-Group Support and Data-Driven Practices.	**Formative**			**Summative**
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 **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2, 3	Oct	Jan	Mar	May

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 2: 5th grade STAAR Reading and Math performance showed declines or minimal growth across all performance levels, with Reading at 48% Approaches (down 3%) and Math at 44% Approaches (down 8%), indicating a lack of sustained academic progress. **Root Cause**: Inconsistent implementation of data-driven instructional practices and limited ongoing support for teachers in delivering effective reading and math interventions have contributed to low student growth and achievement.

Problem Statement 3: Although 4th grade Reading and Math STAAR scores showed year-over-year growth, overall performance remains low, with fewer than 55% of students meeting Approaches and less than a quarter of students reaching Meets or Masters. **Root Cause**: Instructional practices are not consistently rigorous or aligned to the depth and complexity of STAAR standards, limiting students' ability to progress beyond the Approaches level to Meets and Masters.

Board Goal 4: Classroom Excellence

Performance Objective 3: Increase attendance rate from 92.9% to 95% for all students by May of 2026.

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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
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 **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 implementing campus-wide attendance incentives (weekly recognition, monthly rewards, and class competitions) to promote positive attendance habits.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
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 **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: EKD will provide a safe and supportive environment by May 2026.

Evaluation Data Sources: Safeschools training, Threat Assessment reports

Strategy 1 Details	Reviews			
Strategy 1: 100% of campus staff will complete awareness trainings about child abuse and preventative measures.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus staff will have awareness to provide a more supportive environment for students	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, Administrators and Counselors **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: School staff will receive Trauma and Grief Informed Classroom and Educator Wellness training from the Counselor.	**Formative**			**Summative**
Strategy's Expected Result/Impact: To create a more supportive and collaborative environment for all students.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, administrators, counselors **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

◯ No Progress   ◯ Accomplished   → Continue/Modify   ✖ Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: Increase student connectedness from 46% to 66% on the Panorama Survey by Spring 2026.

Evaluation Data Sources: Spring Panorama Survey 2025

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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
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 **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
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 **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 3: 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 MAPS, 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	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student engagement, improved quality of student work and readiness for success beyond the classroom.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, administrators, Multi-Classroom Leaders, Content Specialist and Curriculum and Instruction Support **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.	**Formative**			**Summative**
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.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, Administrators, Multi-Classroom Leaders, Content Specialists **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

○ No Progress   ○ Accomplished   → Continue/Modify   ✖ Discontinue