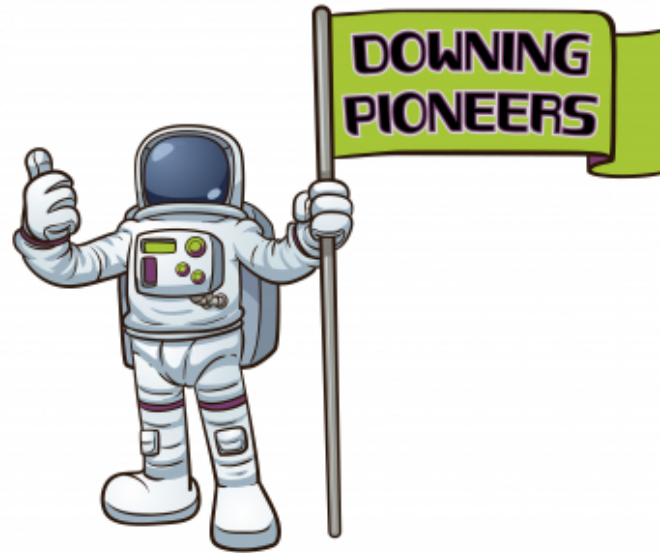


Ector County Independent School District

Edward K. Downing Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: F



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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Comprehensive Needs Assessment

Demographics

Demographics Summary

EK Downing Elementary is a Title One Campus with approximately 834 students with the following demographics:

740 (88.73%) students listed as Economically Disadvantaged - This data shows an increase each year since 2020

427 (51.20%) students listed as EL - This data shows an increase each year since 2020

106 (13.97%) Mobility Rate - This is a decrease from 183 in 2023

40 (5.08%) GT

44 (5.59%) White students

735 (93.39%) Hispanic

117 (14.03%) students in SPED programs - This data shows an increase each year since 2020

Total Fall Enrollment - 834 - Enrollment has increased each year since 2020

Kindergarten - 141

1st Grade - 131

2nd Grade - 116

3rd Grade - 136

4th Grade - 161

5th Grade - 149

Staff Demographics:

Teachers - 37.8

Professional support - 2

Campus Administration - 3

Educational Aides - 10

Beginning Teachers - 1.9

1-5 years experience - 12

6-10 years experience - 9.3

11-20 years experience - 9.6

21-30 years experience - 3.6

Over 30 years experience - 1.4

Average class size is about 28 students

Demographics Strengths

52% of students are in Dual Language One-way program.

84 students in the Special Education Program are receiving services and their IEPs are being followed

Problem Statements Identifying Demographics Needs

Problem Statement 1: 2nd Grade Math students showed low growth and low achievement in MAP.

Root Cause: Students are performing below grade level, and Tier 1 instruction along with small-group interventions lack the rigor and targeted support necessary to effectively address individual student needs.

Problem Statement 2: 55% of the 4th Grade students did not meet STAAR Math.

Root Cause: Many students are performing below grade level, and current interventions do not provide sufficient targeted and personalized instruction to effectively address individual learning gaps.

Problem Statement 3: 5th grade STAAR Reading performance declined to 48% at Approaches in 2025, compared to 51% in 2024 and 66% in 2023.

Root Cause: Limited professional development in literacy instruction and insufficient ongoing, job-embedded support have hindered teachers' ability to consistently deliver rigorous and targeted reading instruction.

Student Achievement

Student Achievement Summary

EKD 3rd grade math STAAR was at 40% approaches which was at a decrease from 48%; 15% meets which was at a decrease from 21%; 4% masters which was also at a decrease from 6%. 3rd grade Reading STAAR was 63% approaches, 22% meets and 8% masters. All was at an increase from the year before - 17% increase in approaches, 10% increase in meets and 4% increase in masters. 4th Grade math STAAR was 45% approaches, 23% meets and 8% masters. All was also at an increase from the year before - 9% increase in approaches, 4% increase meets and 3% increase in masters. 4th grade reading STAAR was 52% approaches, 21% meets and 4% masters. All was as an increase from the year before - 9% increase in approaches, 10% increase meets and 2% increase masters. 5th Grade STAAR math was 44% approaches which was at a decrease from 52%; 21% meets which only increased 1% from the year before, and 4% masters which also only increase by 1% from the year before. 5th Grade reading STAAR was 48% approaches which was a 3% decrease, 21% meets which was only a 1% increase and 5% masters which was a 1% decrease. 5th Grade science was 44% approaches which was a 8% increase; 13% meets no change from the year before and 3% masters which was only a 1% increase.

Student Achievement Strengths

Overall EKD scores showed slight increases from the previous year, indicating positive momentum in student performance. Additionally, 5th grade Science demonstrated measurable progress, ranking 12th in the district for MAP overall growth.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 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.

Problem Statement 2 (Prioritized): 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 (Prioritized): 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.

School Culture and Climate

School Culture and Climate Summary

Results from the Spring 2025 Panorama Survey show that School Connectedness declined to 46%, a decrease from 59% in 2023–2024 and a further drop from 71% in 2022. The campus has not previously offered student leadership opportunities such as Student Leaders or the House System; however, both initiatives will be introduced this school year to strengthen student engagement and belonging. Additionally, teacher participation in campus committees was limited in prior years, reducing opportunities for involvement in school activities and events. To address this, all teachers have now been assigned to campus committees, ensuring greater collaboration and ownership in building a positive campus culture.

School Culture and Climate Strengths

EKD benefits from an active PTO and dedicated parent volunteers who support campus events and fundraisers. The campus will continue building on this partnership by planning additional family engagement events throughout the year. To further strengthen communication, a monthly parent newsletter with grade-level and campus updates will be implemented.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Connectedness has dropped significantly over the past three years, falling from 71% in 2022 to 46% in 2025, indicating that students are not consistently experiencing a strong sense of belonging and engagement on campus.

Root Cause: The campus did not provide consistent opportunities for students to engage in leadership roles, campus activities, or systems that foster belonging (e.g., Student Leaders or the House System).

Problem Statement 2: The campus has lacked structured student leadership programs (such as Student Leaders or the House System), resulting in fewer opportunities for students to take ownership, develop leadership skills, and contribute to a positive school culture.

Root Cause: The school has not implemented structured programs that allow students to develop leadership skills, collaborate with peers, and take an active role in shaping school culture.

Problem Statement 3: In previous years, teachers were not consistently engaged in school committees or decision-making related to campus events and activities, limiting collaboration and shared responsibility in fostering a strong school climate.

Root Cause: Teachers were not consistently assigned or encouraged to participate in school committees, limiting their involvement in planning events, decision-making, and activities that strengthen campus culture.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff retention increased to 72.70% in 2024-2025 from 58.30% in 2023-2024. EKD has 1 Principal, 1 Assistant Principal and 2 Counselors. This year EKD has 27 new employees, 6 Instructional Facilitators and 6 DOIs (District of Innovation) teachers. There is one Assistant Principal vacancy for the 2025-2026 school year.

Staff Quality, Recruitment, and Retention Strengths

EKD has strategically staffed the campus this year with a Principal Intern, Bilingual Specialist, Math Specialist, and Reading Specialist. These content specialists will focus on improving student outcomes through targeted support in Curriculum and Instruction. Specifically, they will model lessons, lead PLCs, analyze data to inform instructional adjustments, and ensure high-quality Tier 1 instruction aligned with district-adopted HQIM. Specialists will also provide interventions based on classroom observations and data to meet individual student needs.

Additionally, EKD has four Multi-Classroom Leaders and one Master Teacher on the Reach Team to provide ongoing instructional support for both teachers and students. This year, the campus successfully recruited five teachers who received the Texas Incentive Allotment, with designations ranging from Exemplary to Master, further strengthening staff expertise and instructional capacity.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Although staff retention increased to 72.7% in 2024-2025, turnover remains significant, with 27 new employees joining the campus, indicating ongoing challenges in maintaining a stable, experienced workforce.

Root Cause: Limited retention strategies and professional growth opportunities, combined with high demands on new and existing staff, contribute to staff turnover and the need for frequent recruitment.

Problem Statement 2: EKD will have an Assistant Principal vacancy for the 2025-2026 school year, potentially impacting leadership support, instructional oversight, and campus management.

Root Cause: Recruitment challenges and limited internal succession planning for key administrative roles have left critical leadership positions unfilled.

Problem Statement 3: With 27 new employees, 6 Instructional Facilitators, and 6 DOI teachers on campus, there is a need to ensure consistent onboarding, mentorship, and support to maintain instructional quality and integrate new staff effectively.

Root Cause: Insufficient structured onboarding programs, mentoring systems, and professional development for new or specialized staff can limit their effectiveness and alignment with campus instructional goals.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Grade-level planning and PLCs have strengthened teacher knowledge of the TEKS and supported the development of effective methods to assess student mastery. District-led training during PLCs and after school has provided teachers with a deeper understanding of the Data-Driven Instruction process, allowing them to backwards plan using student assessments and data analysis. Teachers collaboratively follow the district scope and sequence and Year-at-a-Glance documents, while incorporating “Know and Show” strategies to refine lesson planning and instructional delivery.

To drive instruction and intervention, EKD teachers utilize MAP, iReady, Checkpoints, IXL, ST Math, and both classroom and district assessments. Data from these sources informs small-group instruction in Reading and Math, guides reteach lessons when needed, and supports monitoring of student progress toward mastery.

The Opportunity Culture Team and campus administrators meet weekly to identify teacher coaching needs and provide targeted support. This includes modeling bite-sized coaching steps, unpacking standards, and developing exemplars for immediate student feedback. Teachers analyze varying levels of student work to identify learning gaps and adjust instruction through reteach lessons. These collaborative efforts aim to ensure students receive high-quality Tier 1 instruction and progress toward mastery of grade-level standards.

Curriculum, Instruction, and Assessment Strengths

Teachers consistently analyze data from Checkpoints, State Benchmark Assessments, and District Benchmark Assessments to identify areas of need and implement reteach lessons for students at risk. In addition, iReady Math and Reading data are utilized to design individualized interventions, ensuring instruction is tailored to meet each student’s personalized academic needs.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers have inconsistency with students mastering the grade-level TEKS.

Root Cause: While PLCs and lesson planning processes are in place, teachers are still needing to develop consistency in unpacking standards, creating aligned exemplars, and using "Know and Show" strategies with fidelity.

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

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

Problem Statement 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.

Family and Community Engagement

Family and Community Engagement Summary

In previous years, EKD has experienced challenges with consistent and effective communication between the school and families. This lack of communication has limited opportunities for parents to stay informed and actively engaged in their child's education. The infrequency of academic meetings to review student data further contributed to parents not having clear insight into their child's progress or areas for improvement. In addition, inconsistent teacher-parent communication has created gaps that left some families feeling disconnected from the academic experience.

Many parents have also expressed difficulty in supporting their children at home due to limited understanding of the curriculum and instructional practices used in the classroom. These barriers highlight the need for stronger, more consistent communication and meaningful opportunities for family engagement to ensure parents are empowered as partners in their child's academic success.

Family and Community Engagement Strengths

EKD has an established Parent-Teacher Organization (PTO) that demonstrates a willingness to support campus initiatives. This year, the campus has implemented clear processes and procedures to strengthen communication and organization. Students are using planners for daily assignments, which require parent signatures to encourage home-school connection. A yearly calendar of events has been created to keep families informed, and all students received a Campus Handbook outlining campus expectations.

To further build engagement, EKD is promoting and recruiting increased parent participation in the PTO and volunteer program. Students will also take part in AVID activities and House celebrations, fostering family involvement in positive campus traditions. Additionally, the school will enhance communication with families through expanded use of social media platforms, ensuring parents remain connected to their child's daily experiences and campus events.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: In previous years, the school lacked structured systems (such as planners, calendars, or regular updates) to provide consistent and timely communication to families.

Root Cause: Teachers and staff did not consistently engage parents through multiple communication platforms, limiting accessibility for families with diverse needs and preferences.

Problem Statement 2: Parents have not always been provided with clear opportunities or flexible options to participate in PTO, volunteer programs, or academic events.

Root Cause: Many parents struggle to support learning at home due to limited understanding of curriculum expectations and instructional methods, creating a barrier to meaningful engagement in their child's academic growth.

School Organization

School Organization Summary

EKD has faced several organizational challenges in recent years. Communication across the campus was inconsistent, and numerous initiatives were introduced without adequate follow-through or clear direction. These issues contributed to low staff morale and limited momentum in addressing challenges. Social-emotional learning lessons were not consistently implemented, reducing opportunities to strengthen classroom and campus culture.

Teachers reported feeling a lack of support to foster professional growth and student success. In addition, some staff members lacked the necessary credentials or specialized training to deliver effective instruction. Teachers were not consistently provided with campus or student-level data, limiting their ability to identify areas for improvement. Family engagement was also limited, with low levels of parental involvement and support for campus initiatives.

School Organization Strengths

For the 2025–2026 school year, EKD has been strategically staffed to support necessary improvements in campus performance and accountability. In addition to the campus Principal, leadership capacity has been strengthened with the addition of a Principal Intern, an Assistant Principal, and two counselors. Instructional support has been enhanced with three content specialists, five Texas Incentive Allotment (TIA) designated teachers, and additional members of the Opportunity Culture team to provide targeted support for both teachers and students.

This year, EKD will implement daily social-emotional learning lessons, student leadership programs, and the House System to strengthen campus culture and promote student ownership. Teachers will engage in structured, weekly PLCs focused on analyzing student data, setting instructional goals, and planning reteach lessons tailored to individual student needs. Through these systems, data-driven instruction will be consistently used to support growth and ensure academic success for all students.

Problem Statements Identifying School Organization Needs

Problem Statement 1: There has been inconsistent implementation of systems and initiatives in prior years without clear direction, accountability, or follow-through, leading to fragmented implementation.

Root Cause: There was a lack of structured systems to monitor progress and provide feedback which limited the effectiveness of initiatives intended to improve campus performance and culture.

Problem Statement 2: There has been limited teacher support and access to data. Teachers were not consistently provided with timely student and campus data, hindering their ability to make informed instructional decisions.

Root Cause: Insufficient professional development and coaching structures left teachers feeling unsupported in fostering growth, delivering effective instruction, and addressing student needs.

Technology

Technology Summary

At EKD, devices are now distributed to every student and integrated into station rotations during Blended Learning. Students regularly use ClassLink and Schoology to access district programs and personalized learning activities. Technology is also utilized during interventions and independent instruction to support individualized academic growth.

All classrooms are equipped with Promethean boards, providing teachers and students with interactive tools to enhance lesson delivery and promote hands-on engagement. In prior years, device distribution and maintenance were inconsistent, leading to damaged equipment and improper student use. Additionally, students were not consistently taught how to effectively integrate technology into their learning to develop higher-order thinking skills and digital literacy.

Technology Strengths

With the support of new administration and office staff, device distribution at EKD is now organized and efficient. All devices are properly inventoried, tagged, and checked out to students. Students will receive daily digital reminders on proper device care and handling.

Teachers are incorporating student devices into lesson planning for Blended Learning and station rotations, ensuring technology is integrated effectively into instruction. All teachers will receive training on LightSpeed to monitor student device usage appropriately. Additionally, students will engage in personalized learning assignments during intervention, supporting academic growth and closing learning gaps.

Problem Statements Identifying Technology Needs

Problem Statement 1: There has been inconsistent use of technology to support learning. Teachers have not consistently integrated devices into lesson planning or used technology to enhance Blended Learning and station rotations.

Root Cause: There has been limited training on instructional technology tools and monitoring systems for teachers to fully leverage devices for student learning.

Problem Statement 2: Prior to improved distribution and management, students were not taught how to handle devices properly, leading to damage and misuse.

Root Cause: Students have had limited instruction on integrating technology into learning in ways that promote higher-order thinking and digital literacy skills.

Priority Problem Statements

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 1: 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.

Problem Statement 1 Areas: 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 2: 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 2 Areas: Student 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 3: 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.

Problem Statement 3 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

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			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers, Multi-Classroom Leaders and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Tutoring will be provided before, during, and after school to target reading and math skills.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement toward growth goals and closing student gaps in reading and math.</p> <p>Staff Responsible for Monitoring: Classroom teachers, campus administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: tutoring - Title One School-wide - \$30,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 1: The percentage of students achieving or exceeding the meets standard on 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 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%

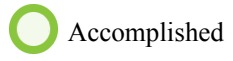
Evaluation Data Sources: Lesson Plans

- Walk-throughs and feedback
- Tutoring outcomes
- PLCs (Planning Data Driven Instruction)
- On-going coaching for all staff
- Checkpoints

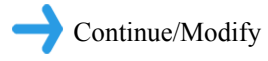
Strategy 1 Details	Reviews			
<p>Strategy 1: The 3rd-5th grade teachers will be coached by the Reading specialist and Multi-classroom leaders on Balanced Literacy, ELAR framework, rigorous tier 1 instruction and successful classroom practices.</p> <p>Strategy's Expected Result/Impact: The Multi-classroom leaders and Reading specialist will support the classroom teacher in improving classroom practices which will lead to student improvement</p> <p>Staff Responsible for Monitoring: Administrators, Multi-classroom leaders, and Reading Specialist</p> <p>TEA Priorities: Improve low-performing schools - ESF Levels: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: The 3rd - 5th grade teachers will monitor student progress and set student goals after every checkpoint.</p> <p>Strategy's Expected Result/Impact: Targeted reading intervention and reading fluency will improve.</p> <p>Staff Responsible for Monitoring: Administrators, multi-classroom leaders and Reading specialist</p> <p>TEA Priorities: Improve low-performing schools - ESF Levels: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			



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			
<p>Strategy 1: Strengthen Science Instruction Through Hands-On Learning and Aligned Resources</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administrators, Curriculum and Instruction Department support staff</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Use Data-Driven Interventions and Progress Monitoring</p> <p>Strategy's Expected Result/Impact: Teacher will track progress using data meetings every 6-9 weeks to adjust instruction and interventions</p> <p>Staff Responsible for Monitoring: Administrators, teachers, curriculum and Instruction support</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

 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			
<p>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%.</p> <p>Strategy's Expected Result/Impact: The percentage of students K-3 reading at or above grade level will improve.</p> <p>Staff Responsible for Monitoring: Multi-classroom leaders, teachers and administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: The percentage of students growth K-3 will improve in both reading and math.</p> <p>Staff Responsible for Monitoring: Teachers Multi-classroom Leaders Reach Associates/Teacher residents Master Team Reach Teachers Administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

 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			
<p>Strategy 1: Strengthen Foundational Literacy Instruction in grades K-3 by implementing daily structured phonics and phonemic awareness lessons using evidence-based resources.</p> <p>Strategy's Expected Result/Impact: The percentage of students reading at or above grade level will improve.</p> <p>Staff Responsible for Monitoring: Multi-classroom leaders Teachers Administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to determine which students are still needing intervention.</p> <p>Staff Responsible for Monitoring: Multi-classroom leaders Teachers Administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 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			
<p>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.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to determine which students need intervention.</p> <p>Staff Responsible for Monitoring: Multi-classroom leaders Teachers Administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Tutoring will be provided during and /or after school.</p> <p>Strategy's Expected Result/Impact: The percentage of 3rd grade students reading at or above grade level will improve.</p> <p>Staff Responsible for Monitoring: Multi-classroom leaders Teachers Administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Teachers will review student progress through regular data meetings and adjust instruction accordingly.</p> <p>Staff Responsible for Monitoring: Reading and Bilingual Specialists, teachers, Administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Student Achievement
<p>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.</p>







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

Performance Objective 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			
<p>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.</p> <p>Strategy's Expected Result/Impact: Classrooms will be monitored through student feedback, teacher reflections, and observation of classroom climate and Student Wellness Being lessons.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, counselors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Counselors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				







Board Goal 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			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, counselors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers, administrators, counselors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				







Board Goal 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			
<p>Strategy 1: Implement Restorative Practices and Social-Emotional Learning (SEL)</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers, Administration, Counselors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers, administrators, counselors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Board Goal 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			
<p>Strategy 1: Curriculum and Instruction will provide and support the implementation of k-5 instructional framework for ELAR, Math and Science.</p> <p>Strategy's Expected Result/Impact: 100% of students will have access to high-quality instructional materials for tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, multi-classroom leaders, Bilingual, Math and Reading Specialists</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2, 3</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Curriculum and Instruction will provide support in the DDI and backwards planning process through PLC support and professional development.</p> <p>Strategy's Expected Result/Impact: Improved tier 1 instruction and intentional and targeted backwards planning based on student needs and data.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Multi-Classroom Leaders, Content specialist, Curriculum and Instructional support</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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			
<p>Strategy 1: Collaborate with Curriculum and Instruction to see which students are not meeting their objectives each 9 weeks.</p> <p>Strategy's Expected Result/Impact: To improve student outcomes and fill academic learning gaps.</p> <p>Staff Responsible for Monitoring: Teachers, administrators, Multi-classroom leaders, content specialists</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Strengthen Reading Instruction through targeted Small-Group Support and Data-Driven Practices.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Multi-Classroom Leaders, Content specialists</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2, 3</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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			
<p>Strategy 1: Strengthen Attendance Monitoring and Family Communication by establishing a consistent system to track daily attendance, flagging students with frequent absences.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, counselors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers, administrators, counselors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 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			
<p>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</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>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</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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			
<p>Strategy 1: Build Stronger Classroom Communities by providing staff training on relationship-building, Social-Emotional Learning (SEL), and culturally responsive practices.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Counselors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>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.</p> <p>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%.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Counselors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 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			
<p>Strategy 1: Curriculum and Instruction will align grade level TEKS for K-5 to ensure grade-level rigorous instruction</p> <p>Strategy's Expected Result/Impact: Increase student engagement, improved quality of student work and readiness for success beyond the classroom.</p> <p>Staff Responsible for Monitoring: Teachers, administrators, Multi-Classroom Leaders, Content Specialist and Curriculum and Instruction Support</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a School-Wide Framework for Rigorous Instruction and High Expectations aligned to TEKS and the district curriculum.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Multi-Classroom Leaders, Content Specialists</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
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Campus Funding Summary

Title One School-wide					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	tutoring		\$30,000.00
Sub-Total					\$30,000.00