

San Benito Consolidated Independent School District



Ed Downs Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

Our mission is to provide students with a safe and supportive environment grounded on a quality education that inspires artistic creativity, social emotional growth, and academic excellence.

Vision

Ed Downs Fine Arts Academy empowers students to be caring, confident, and creative individuals who love learning.

Value Statement

Positive Attitude

Respect

Integrity

Dedication

Expectations of Excellence

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Comprehensive Needs Assessment

Demographics

Summary

Ed Downs Fine Arts Academy is located in the rural community of San Benito, Texas. It is surrounded by affluent neighborhoods to the North, and mixed neighborhoods to the East, West and South. Our educational institution houses 428 students, predominantly Hispanic. It is a Title I campus, serving students ages 3 to 10, grades Prek-3 through 5th grade. A rich curriculum that encompasses the academic and effective domains is provided to all students. Students are engaged in the arts through music, dance, art, drama, and audio visual production. The campus culture promotes a positive, caring, and friendly attitude. The high expectations held from the administration to the students has been the norm and has helped shape the culture and develop high achievement in students.

Economically Disadvantaged - 288

Gifted & Talented -55

Migrant -1

504 Program - 9

RTI Program -

SPED - 85

Bilingual/ESL - 29

At risk - 188

GT Certified Staff - 17

Bilingual Certified Staff - 7 teachers

ESL Certified Staff - 2 teachers

ELA/Reading STAAR 3rd Grade Results for 2025

Approaches - 69%

Meets - 51%

Masters - 32%

Mathematics STAAR 3rd Grade Results for 2025

Approaches - 78%

Meets - 49%

Masters - 27%

ELA/Reading STAAR 4th Grade Results for 2025

Approaches - 88%

Meets - 54%

Masters - 29%

Mathematics STAAR 4th Grade Results for 2025

Approaches - 81%

Meets - 69%

Masters -38%

-

ELA/Reading STAAR 5th Grade Results for 2025

Approaches - 83%

Meets - 67%

Masters - 29%

Mathematics STAAR 5th Grade Results for 2025

Approaches - 87%

Meets - 62%

Masters - 27%

Science STAAR 5th Grade Results for 2025

Approaches - 67%

Meets - 19%

Masters - 10%

Daily Student Attendance

94%

Our daily attendance dropped from 96% in 23-24 school year to 94% in the 24-25 school year. Our EE & PK had the lowest attendance percent with 86% and 94%. Fourth and kinder also had low attendance percent at 93%. 1st, 2nd, 3, & 5th are all at 95% attendance.

Strengths

* Ed Downs Fine Arts Academy received a A rating by TEA.

* 10% of the student population is in the Gifted and Talented Program. All teachers are required to be GT certified.

* Teacher Student Ratio Average 19 to 1

Problem Statements Identifying Demographics Needs

Problem Statement		Root Cause
1	Student daily attendance rate is low	Lack of systems in place

★ = Priority

Student Learning

Summary

In the 2025 Texas Education Agency School Report Card, Ed Downs Elementary earned a A rating.

On Performance Index 1 - Student Achievement our score was 77%, Performance Index 2 - Student Progress our score was 85%, Performance Index 3 - Closing Performance Gaps our score was 86%, and Performance Index 4 - Postsecondary Readiness our score is N/A

The Performance Index Summary is as follows for 2025:

Index 1 Student Achievement 80%

Index 2 Student Progress 91%

Index 3 Closing Performance Gap 89%

Index 4 Post Secondary Readiness N/A

Overall all STAAR Subjects All Grade Level Results for 2025

Approaches - 79%

Meets - 54%

Masters - 27%

Overall ELA/Reading STAAR All Grade Level Results for 2025

Approaches - 79%

Meets - 58%

Masters - 30%

Overall Mathematics STAAR All Grade Level Results for 2025

Approaches - 82%

Meets - 60%

Masters - 29%

STAAR Science 2025 Results

Approaches - 68%

Meets - 23%

Masters - 11%

Strengths

Ed Downs Fine Arts Academy earned an A rating based on Domain 2 (School Progress) and Domain 3 (Closing the Gaps.)

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	21% of students in grades 3rd-5th failed the 2025 STAAR reading assessment.	Making connections
2 ★	Our 5th grade science Meets and Masters level decreased by a total 11% for students on the 2025 STAAR assessment.	Higher achieving students are not being challenged.
3 ★	Student daily attendance rate is low	Lack of systems in place

★ = Priority

School Processes & Programs

Summary

Curriculum and Instruction

Ed Downs Fine Arts Academy follows the TEKS Resource System for Math, Science, Reading and Social Studies. The YAG (specific skills and

standards) is analyzed and adjusted for curriculum alignment and STAAR during PLCs, grade level planning, and vertical alignment meetings. The teachers

also use resources such as:

- Amplify
- Discovery Education
- Lexia
- TNT/DMR Reading Strategies
- Texas Resource System
- YAG
- ELPS
- TEKS
- TEA
- SIOP strategies
- Florida Center for Reading Research
- HMH
- University of Texas System
- CPQs
- Education Galaxy: Reading and Math
- Imagine Math
- Saavas Easy Bridge
- Flocabulary

Student assessment results are reviewed and analyzed by campus administration, RTI teacher, and classroom teachers. RTI continues to progress monitor and program usage is continuously reviewed and analyzed. Curriculum, instruction, and assessment decisions are based on data collection. Teachers create lesson plans following the TEKS Resource System, YAG, TEKS, and are adjusted and modified to meet the needs of the students along with interventions and accommodations. CPQs - Comprehensive Purpose Questions are planned for every lesson and must be documented in all lesson plans. Students are also taken on field trips that are connected to TEKS taught throughout the year to broaden their understanding and make real-world connections. Subject specific word walls are required to be displayed in every classroom. These word walls are consistently changing throughout the year depending on the lesson.

Ed Downs uses different types of assessment tools to ensure teachers are involved in the process such as creating Unit Assessments with Eduphoria. Hands-on instructional opportunities are encouraged to allow students to demonstrate their learning through performance, product development and individual and/or group presentations on a regular basis. Campus level disaggregation of data allows teachers to plot the progress of every child and identify their individual needs. Classroom schedules allow time for TIER I, II, & III instruction for both Reading and Math.

Pre-Kinder uses CLI - Children Learning Institute /Circle Progress at the beginning of year, middle of year, and end of year to progress monitor students' academic progress. BOY, MOY, EOY Pre-Kinder/PPCD teachers are provided the OWL Program (Opening a World of Learning) to enhance Reading skills.

Kinder CLI-Children Learning Institute/ Circle Progress at the beginning of year, middle of year, and end of year to progress monitor students' academic progress. BOY, MOY, EOY

Kinder through 5th use Amplify at the beginning of year, middle of year, and end of year to progress monitor students' academic progress.

Grade	Reading	Opening the World of Learning (Writing)	Math	Science
Pre -Kinder	CLI, Circle Nearpod, HMH Reading, Heggerty Phonemic Awareness, Sing Spell Read & Write, Flocabulary, Tier I, Tier II, Tier III Instruction, RTI	Three Cheers, Heggerty Phonemic Awareness, Sing Spell Read & Write	Three Cheers, Flocabulary, Tier I, Tier II, Tier III Instruction, RTI	Three Cheers
Kinder	Amplify, Saxon Phonics, Nearpod, I- Ready Heggerty Phonemic Guided Reading, HMH Reading Tier I, Tier II and Tier III instruction, RTI	Pearson, Brain Pop, Thinking Maps, Tier I, Tier II, and Tier III Instruction, RTI	Bluebonnet, Flocabulary, Nearpod, Tier I, Tier II, and Tier III Instruction, RTI	HMH Science, Epic, Brain Pop Jr, Flocabulary, Nearpod, Generation Genius
1 st	Amplify, Saxon Phonics, I- Ready Flocabulary, Nearpod, HMH Reading, Tier I, Tier II and Tier III instruction, RTI, Motivation Reading	Tier I, Tier II and Tier III instruction, RTI, Thinking Maps, Brain Pop	Bluebonnet, Flocabulary, Nearpod, Tier I, Tier II and Tier III instruction, RTI, YouTube, BrainPop	HMH Science, Flocabulary, Nearpod, Pearson, Brain POP
2 nd	Amplify, I- Ready, Saxon Phonics, Flocabulary, Nearpod, HMH Reading Tier I, Tier II and Tier III instruction, RTI	Tier I, Tier II, and Tier III instruction, RTI, Thinking Maps, Brain Pop	Bluebonnet, Flocabulary, Nearpod, Tier I, Tier II and Tier III instruction, RTI Envision,	HMH Science, Flocabulary, Nearpod, BrainPOP
3 rd	I-Ready, HMH Reading, LoneStar Reading, Flocabulary, Nearpod, Tier I, Tier II and Tier III instruction, RTI, Brainpop Jr.,	Nearpod, Flocabulary, Writable, Lonestar (ELA Section)	Flocabulary, Nearpod, Tier I, Tier II and Tier III instruction, RTI Lone Star Math, Bluebonnet, BrainPop, Lonestar Math, MATH GPS Education	HMH Science, Flocabulary, Nearpod, BrainPop
4 th	I-Ready, Flocabulary, Nearpod, Tier I, Tier II and Tier III instruction, RTI, CPQ's, Storyworks, HMH	Writable, Tier I, Tier II, and Tier III instruction, RTI Thinking Maps, Brain Pop	Bluebonnet, Flocabulary, Nearpod, Tier I, Tier II, and Tier III instruction, RTI, Lonestar Math, MATH GPS Education	HMH Science, Flocabulary, Nearpod, BrainPOP
5 th	I-Ready, Flocabulary, Nearpod, Tier I, Tier II and Tier III instruction, RTI, Storyworks Magazine, Lead4ward question stems/activities, SIOP, Thinking maps, Notice and Note strategies, HMH Reading, Texas Resource System	Writable, Tier I, Tier II and Tier III instruction, RTI, Thinking Maps, Brain pop	Bluebonnet, Flocabulary, Nearpod, Tier I, Tier II and Tier III instruction, RTI, Lone Star Math	HMH Science, Flocabulary, Nearpod,

STAAR Blueprints, Release tests, TELPAS, Campus and District interim assessments, Amplify Reading, and Lead4ward are assessment resources analyzed for instructional lesson planning and interventions for all students.

RTI committee meetings are held at the end of every three weeks or as needed to identify interventions and strategies during the teachers' conference. This process takes 2 to 5 days to complete.

Tutorials begin after the first six weeks and continue up to the week before STAAR for each grade level in third through fifth grade. Tutorials for Kinder through 2nd begin after the first six weeks and continue until the end of the fourth six weeks. Saturday tutorials begin the second semester and/or the fourth six weeks up until the STAAR administration.

Technology and Instruction

Ed Downs Fine Arts Academy realizes that technology has a positive impact in the educational process. By integrating technology into the classroom, teachers change the way they are accustomed to teaching and provide students with the tools that will enhance their learning in the 21st century. Every classroom has their own set of iPads and chromebooks which gives each student the opportunity

to utilize district based technology instructional programs. Students have many opportunities to conduct research and develop projects and hands-on activities.

Using technology in the classroom will help prepare students for the digital future. Technology makes learning engaging, interesting, and fun. Subjects that students deem challenging or boring can become interesting with virtual lessons or through videos. Students can learn according to their abilities and needs.

Personnel (Recruit/Support/Retain)

The SBCISD Human Resource Department focuses on recruiting and hiring qualified staff. Ed Downs participates in the district sponsored job fair. SBCISD has a formal mentoring program for all teaching staff new to the district as well as ongoing support during their first year. Ed Downs follows the SBCISD hiring process to ensure every child is being taught by a highly qualified teacher. All teachers and teacher assistants at Ed Downs are certified. Ed Downs also provides mentors to all new teachers. We have 4 certified SPED teachers; 7 certified Bilingual teachers; all teachers are GT certified in grades 1-5. Campus administrators re-certify for T-TESS & TPESS annually and teachers receive T-TESS training annually by completing a T-TESS Refresher. All professional staff are required to complete yearly goals and monitor their progress. District, Regional, and campus training sessions are scheduled to assist with professional growth. Professional Learning Community meetings are held bi-weekly to assist teachers with analyzing student data and planning for instruction. Faculty meetings are held monthly to discuss school issues, concerns, student academic progress, needs, etc.

Organizational

At Ed Downs Fine Arts Academy, our aim is to provide a premier education for all students. Our students set short-term and long-term goals and are given opportunities to research future educational opportunities and careers. Students are assessed in every grade level with campus and district interim assessments and other assessment tools to monitor student progress.

In collaboration with all faculty & staff, Ed Downs has set grade-level goals that are set during PLCs. This ensures that teachers are aware of the special populations and the students in their classroom that require additional assistance. Instructional interventions, resources, and strategies are reviewed and analyzed for effectiveness and purpose. Technological resources are also a key factor in ensuring students receive the highest quality instruction. Each classroom, including Fine Arts, PE, Drama, Library, Counselor's Classroom, and SPED have TV monitors and Epson projectors. All data is reviewed for students in special programs and individual education plans are strictly followed. Instructional time is protected, to include TIER I, II & III. PLCs are scheduled twice a month by grade level. Besides PLC time, teachers have a 45 minute planning period where they meet with parents, plan for instruction, review data, grade, RTI and attend professional development. Students and staff have developed a PBIS manual and abide by the Discipline Management Campus Plan. Restorative discipline is currently being rolled out in different grade levels throughout the campus. Faculty meetings are held once a month and/or as needed to review policies, procedures and campus and district initiatives.

Social Media is a norm at Ed Downs. Teachers are required to use ClassDojo and our Facebook page and website are kept up to date with current events and activities. The School-Messenger Program is used to send messages to the parents and staff and our Marquee promotes school projects, special events, and announces campus, teacher, and student accomplishments. Monthly safety drills are conducted (Fire Drills) along with Emergency procedure plans.

Strengths

Curriculum and Instruction

- *Professional Learning Communities
- *Grade Level Planning Sessions
- *Campus resources and assessment tools are readily available for all teachers
- *RTI Program Efficacy & Intervention Coaching
- *Campus New Teacher Mentor Program
- *90 minute READING BLOCK
- *90 Minute Math Block

- *Various STAAR Aligned resources purchased for Math Instruction

- *Lone Star Daily practice for Reading, Math, Science in grades 3rd-5th

- *StoryWorks Reading Resource for grades 2nd-5th across Genres

- *Amplify assessments and RTI implemented for grades kinder-2nd

- *Field trips that allow for students to make real world connections to TEKS that have been previously taught

Technology and Instruction

- *TV Monitors in every classroom, including Fine Arts, Drama, PE, Library, Counselor's Room

- *Elmos for every teacher

- *Projectors for every teacher

- *COWS (Computers on Wheels) per teacher

- *Dell computer lab

- *Science lab (2)

Personnel (Recruit/Support/Retain)

All campus teachers are certified and highly qualified. All campus administrators are certified and highly qualified. All teacher assistants are certified. All

campus faculty meet the qualifications for special programs and attend all required campus and district trainings.

Organizational

- *Master Schedule

- *Duty Schedule

- *Computer Schedule

- *Classroom Schedules

- *DATA Walls

- *Campus and District Assessments and Benchmarks

- *PBIS Manual

- *Restorative Discipline

- *Safety Drills

- *Campus Facebook Page

- *Campus Website

- *Campus Instagram

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Classroom management varies by teacher.	Lack of clear routines and procedures for campus processes.
2	Inconsistent classroom routines and procedures.	While fine arts programming is strong, there is limited intentional planning and alignment between fine arts and core academic instruction, reducing opportunities to maximize interdisciplinary learning and instructional impact.

 = Priority

Perceptions

Summary

Mission

Our mission is to provide students with a safe and supportive environment grounded on a quality education that inspires artistic creativity, social emotional growth, and academic excellence.

Vision

Ed Downs Fine Arts Academy empowers students to be caring, confident, and creative individuals who love learning.

Motto

Driven by Excellence

Core Values

Ed Downs Fine Arts Academy is committed to the education and well being of every student. We have identified the following traits to guide our policies, procedures, programs, instructional material, technology, priorities, and day-to-day decisions.

We will honor, advance, and protect these traits.

Ed Downs staff strives to show GREYPUP PRIDE....

Positive attitude in all things!

Respect yourself and others!

Integrity and instructions are followed the first time!

Dedicate your best everyday!

Expectations of excellence in all you do!

Ed Downs faculty and staff is dedicated to meeting the needs of all students. Weekly PLCs are held to review and analyze student data and for planning instruction. Teachers are available to meet with parents during conference and before or after school. The school counselor has a mentoring program, provides private counseling sessions with students and parents (Counselor Care Box), and has been trained on restorative discipline which is being fully implemented. The school promotes community involvement and leadership activities and programs like the Career Fair, College Days, parental involvement, Veteran's Day Program, Homecoming and Christmas Parades, etc.

The Ed Downs ASP (After School Program) builds the campus culture by providing tutoring, Chess, Drama, Orchestra, and many other opportunities for students and parents to be involved in extra-curricular activities. It takes a community to raise a child and the Ed Downs community takes pride in ensuring all stakeholders are involved with every child that walks through our doors.

Parent and Community Engagement

Ed Downs Fine Arts Academy, in collaboration with parents and community, will provide an exemplary education for all students in a

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disciplined,

dynamic, and nurturing environment to maximize success for every student. We believe that teachers, counselors, students, parents, administrators, staff, and other members of the Ed Downs family will form a team effort to educate every child and help them become a productive member of our society. In order to build partnerships, the Ed Downs Fine Arts Academy staff and parents of students participating in programs funded by Title I agree that the responsibilities and duties of both school and parent to improve the academic achievement of all students is crucial to their development and success.

SCHOOL	PARENT / GUARDIAN
<ul style="list-style-type: none">Will provide a high quality curriculum and instructional program that enables students to meet the state's academic achievement standardsWill collaborate with parents and community to ensure each child experiences optimal social, emotional, academic, and physical success through a challenging and progressive child-centered educational programWill hold parent conferences and contact parents by phone and/or Class Dojo on a regular basis regarding the progress of their child (home visits whenever possible)Provide parents with progress reports every 3 weeks and report cards every 9 weeks in a grading period.Will provide opportunities for parents to volunteer and/or participate in school sponsored activitiesWill keep parents informed of special activities through campus website, flyers, phone messages, ClassDojo, social media, etc.	<ul style="list-style-type: none">Ensure my child comes to school every day prepared, rested, healthy, and ready to learnEncourage my child to put a high priority on education and attend all scheduled tutorials, Saturday Academies, etc.Ensure my child completes all assignments and special projects such as homework, make-up work, etc.Become familiar with my child's activities and academic programsBecome a school volunteerMonitor my child's academic progress and contact teachers as neededAttend all scheduled conferencesEnsure my child reads every day for a minimum of 20 minutesParticipate in campus parent organizations (CIT, PTO, GT, Parent Center, and or other advisory or policy groups)Ensure I read all notices from school and respond as neededEnsure I keep my contact information up to date with the school (address, phone number, emergency contact information, etc.)

Strengths

Culture, Climate, Values, and Beliefs

Ed Downs has developed a PBIS Handbook which includes the core values. Traffic rules are visible in the entire campus and a school "Mode of Dress" has been adopted to ensure students are safe and feel a part of the school. A 5-Step Discipline Management Plan is in place and has reduced the amount of referrals. Students are given leadership opportunities through the Principal's Cabinet Program and parents are also invited to be a part of the parent center. Professional Learning Communities (PLCs) are scheduled bi-weekly to review, analyze, and plan for instruction. Campus administration has an open-door policy and are available to meet with all stakeholders.

Parent and Community Engagement

*PTO - Parent Teacher Organization

*Parent Liaison

*Campus Events (Homecoming and Christmas Parades, City Events, Veteran's Day Ceremony, Valley Art Contests, Winter Fair, Career Fair, College Fair, After School Program, Pk3 prom, Pre-Kinder Showcase, Kinder Graduations, Awards Assemblies, etc.)
Loteria Night, Parents Night Out

*ClassDojo

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*Campus Facebook Page

*Campus Website

*Campus Instagram

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
<div>1</div> <div>★</div> <div>Lack of parental involvement.</div>	<div>Low parent outreach efforts.</div>
<div>2</div> <div></div> <div>Lack of community partnerships.</div>	<div>Community outreach.</div>

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Student daily attendance rate is low

Lack of systems in place

2
★

Our 5th grade science Meets and Masters level decreased by a total 11% for students on the 2025 STAAR assessment.

Higher achieving students are not being challenged.

3
★

Lack of parental involvement.

Low parent outreach efforts.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Accountability Distinction Designations

Student Data: Assessments

- ☒ STAAR released test questions
- ☒ Observation Survey results

Student Data: Student Groups

- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Teacher/Student Ratio
- ☒ Professional development needs assessment data

Parent/Community Data

- ☒ Parent engagement rate

Support Systems and Other Data

☒ **Budgets/entitlements and expenditures data**



Goals

Goal 1

SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 1

By the end of the 2025-2026 school year, Ed Downs Fine Arts Academy will increase the percentage of 5th grade students achieving Meets and Masters on the STAAR Science assessment by 10% through inquiry-based learning and targeted interventions.

Evaluation Data Source: STAAR Data, MAP NWEA

Strategy 1

Implement hands-on lab experiences and STEM projects that connect to real-world applications using the HMH curriculum.

Strategy's Expected Result/Impact: Increased scores on CFA's, STAAR interim, and EOY STAAR assessments

Staff Responsible for Monitoring: Principal, Assistant Principal, and Teachers

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

March

May

June

Strategy 2

Implement a Science Lab rotation schedule so every student receives consistent inquiry-based lab experiences at least once per week.

Strategy's Expected Result/Impact: Increased scores on CFA's, STAAR interim, and EOY STAAR assessments

Staff Responsible for Monitoring: principal, assistant principal, teachers, science stem lab manager

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

Performance Objective 2

By May 2026, Ed Downs Fine Arts Academy will increase the percentage of students achieving Meets and Masters on the STAAR Math assessment by 10%, as measured through STAAR and Bluebonnet assessment data, by strengthening fact fluency, problem-solving, and targeted reteach.

Evaluation Data Source: STAAR Data, MAP NWEA, Bluebonnet

Strategy 1

Monitor progress with Bluebonnet checkpoints, common assessments, and teacher walkthroughs to ensure reteach plans are executed effectively.

Staff Responsible for Monitoring: Principal, Assistant Principal, and teachers

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

March

May

June

Strategy 2

Provide fact fluency practice campus-wide (daily number talks, math fluency games, i-Ready targeted lessons) with progress tracked on student data walls.

Strategy's Expected Result/Impact: Increased scores on CFA's, STAAR interim, and EOY STAAR assessments

Staff Responsible for Monitoring: principal, assistant principal, teachers

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

March

May

June

Performance Objective 3

By the end of the 2025-2026 school year, Ed Downs Fine Arts Academy will ensure a safe, secure, and supportive learning environment by achieving 100% compliance in all safety drills and emergency protocols, while also increasing student and staff awareness of safety procedures through training and communication

Strategy 1

Conduct all state- and district-mandated drills (fire, secure/lockout, lockdown, shelter-in-place) with fidelity and document compliance.

Strategy's Expected Result/Impact: Students and staff will be knowledgeable in the drills and procedures.

Staff Responsible for Monitoring: Principal, Assistant Principal,

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Considerable Progress

December March May June

Strategy 2

Strengthen communication with parents by notifying families of drill weeks and reinforcing safety expectations at home.

Strategy's Expected Result/Impact: Parent involvement and communication with students of drills

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Some Progress

December March May June

Performance Objective 4

By May 2026, Ed Downs Fine Arts Academy teachers will strengthen literacy instruction through consistent PLC collaboration, writing calibration, and intervention planning, resulting in a 10% increase in RLA Meets/Masters.

Evaluation Data Source: STAAR Data, MAP NWEA,

Strategy 1

Provide structured PLC time for lesson internalization, data talks, and reteach planning using assessments i-Ready results.

Staff Responsible for Monitoring: Principal, Assistant Principal, & Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December **March** **May** **June**

Performance Objective 5

By the end of the 2025-2026 school year, Ed Downs Fine Arts Academy will strengthen academic excellence by increasing student achievement through the development of innovative, fine arts-integrated learning environments that promote rigor, creativity, and readiness for college, career, or military service.

Strategy 1

Ed Downs Fine Arts Academy will establish and sustain a cohesive fine arts instructional infrastructure that positions the arts as a core driver of high-quality teaching and learning across the campus. The campus will intentionally align curriculum, instructional resources, collaborative planning structures, and professional learning to support the integration of visual and performing arts into daily instruction. Teachers will implement arts-based instructional strategies to enhance student engagement, critical thinking, communication, and problem-solving. Ongoing monitoring of instructional practices and student outcomes will guide targeted supports and continuous improvement, ensuring all students experience rigorous, innovative learning environments that prepare them for future success in college, career, or military pathways.

Funding Sources: 289 - Title IV,

Formative Reviews

No Progress

December **March** **May** **June**

Strategy 2

Ed Downs Fine Arts Academy will design and implement an Outdoor Fine Arts Classroom that provides all students access to innovative, arts-integrated learning experiences. This space will extend learning beyond traditional classrooms by combining academic instruction with visual arts, music, movement, theater, and creative expression, fostering engagement, rigor, collaboration, and real-world application of skills.

The outdoor learning environment will serve as a flexible instructional space where teachers integrate core academics with fine arts to strengthen creativity, critical thinking, communication, and college, career, and military readiness.

Strategy's Expected Result/Impact: Increased student engagement and attendance

Improved academic achievement across core subjects

Strengthened creativity and critical thinking skills

Expanded opportunities for authentic performance and expression

Enhanced campus identity as a premier Fine Arts Academy

Funding Sources: 289 - Title IV,

Formative Reviews

No Progress			
December	March	May	June

Goal 2

SBCISD will build a high-performing, compliant, and supportive workforce.

Performance Objective 1

By May 2026, Ed Downs Fine Arts Academy will strengthen teacher instructional capacity and compliance practices, ensuring 100% staff participation in PLCs.

Evaluation Data Source: Staff attendance surveys, PLC forms, feedback

Strategy 1

Implement weekly PLCs focused on lesson planning, data analysis, and reteach strategies.

Strategy's Expected Result/Impact: Increased student achievement and increased assessment scores

Staff Responsible for Monitoring: Principal, Assistant Principal, and Teacher

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

March

May

June

Strategy 2

Provide administrative and instructional support during PLCs to guide data conversations and ensure alignment to TEKS and CIP goals.

Strategy's Expected Result/Impact: Increased student achievement and increased assessment scores

Staff Responsible for Monitoring: Principal, Assistant Principal, and Teacher

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

March

May

June

Strategy 3

Use PLC minutes, student data trackers, and walkthrough evidence to monitor impact and follow through.

Staff Responsible for Monitoring: Principal, Assistant Principal and teachers

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

March

May

June

Performance Objective 2

Professional development will be provided to all teaching staff to improve instructional practices.

Evaluation Data Source: staff surveys, surveys, and feedback

Strategy 1

Campus will provide professional development on special populations and how to meet their needs.

Strategy's Expected Result/Impact: Training will result in academic success among special populations

Staff Responsible for Monitoring: principal, assistant principal, teacher, and diagnostician

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

No Progress

December

March

May

June

Strategy 2

Provide job-embedded coaching cycles where administrators and instructional coaches model lessons, co-teach, and debrief with staff.

Strategy's Expected Result/Impact: Training will result in academic success among all students

Staff Responsible for Monitoring: principal, assistant principal, teachers

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

March

May

June

Goal 3

SBCISD will improve public relations, communications, and community engagement skills.

Performance Objective 1

By the end of the 2025-2026 school year, Ed Downs Fine Arts Academy will increase family and community engagement by 10%, as measured by participation in school events, PTO initiatives, and campus surveys, through consistent communication and partnership opportunities.

Evaluation Data Source: PTO committees, FACE parental involvement, surveys, etc.

Strategy 1

Provide timely and transparent communication through ClassDojo, social media, newsletters, and parent meetings.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

December

March

May

June

Strategy 2

Ed Downs Fine Arts Academy will host open house to promote collaboration among schools and families.

Strategy's Expected Result/Impact: sign in sheets

Staff Responsible for Monitoring: Principal, Assistant Principal, FACE Specialist,

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

March

May

June

Strategy 3

Collect and review parent/community feedback via surveys and sign-in sheets to guide improvements in communication and outreach.

Strategy's Expected Result/Impact: surveys

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

December

March

May

June

Goal 4

SBCISD will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 1

By the end of the 2025-2026 school, Ed Downs Fine Arts Academy will ensure 100% of campus budget and resources are allocated and documented transparently to directly support instructional priorities such as our Title IV funds (fine arts program).

Evaluation Data Source: Federal funding budgets

Strategy 1

Align budget planning with campus improvement plan (CIP) goals to prioritize instruction, fine arts, and student needs.

Strategy's Expected Result/Impact: Budget allocations will directly reflect CIP goals, with resources earmarked for core instruction, fine arts integration, Strengthens academic achievement and fine arts programming

Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Some Progress

December

March

May

June