HEB Independent School District

Arbor Creek Elementary

2025-2026 Priorities/Goals/Key Actions

Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Arbor Creek Elementary welcomes diversity, fosters growth and creativity, and inspires students to become lifelong learners.

Vision

Empowering Today to Excel Tomorrow

Arbor Creek Elementary: Encourage growth, celebrate diversity, and inspire creativity in a safe environment

Value Statement

♦ Intentional: HEB ISD makes purposeful and strategic decisions.

♦ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.

♦ Learner-centered: HEB ISD prioritizes learning for students, staff, and families.

♦ Responsible: HEB ISD fulfills its ethical and social obligations with integrity.

♦ Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Priorities

Priority 1: Student Success

Goal 1: By the end of the 2025-2026 school year, 5th grade science teachers will intentionally integrate lab-based learning with STAAR-aligned questioning strategies in at least two science investigations per unit, as measured by lesson plans, classroom walkthroughs, and a 8% or greater increase in students' performance on STAAR 2026 Science analysis and investigation-based questions compared to 2025 results.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal 1: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: Science Unit Assessments
Formative Classroom Assessments
STAAR
MAP

HB3 Priority

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Grade 5 science teachers will meet bi-weekly for planning, bringing CFAs and/or exit tickets to analyze targeted data, address misconceptions, and plan whole-group reteach and/or small-group interventions at least three days per week. **Action's Expected Result/Impact:** Teachers will use real-time assessment data to adjust instruction, leading to more responsive teaching and targeted support. **Staff Responsible for Monitoring:** Grade 5 Teachers Instructional Specialist Principal Assistant Principal **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Science teachers will plan for students to have more opportunities for structured collaborative learning by using science conversation stems during labs and assignments at least three times during each lesson, monitored by instructional leadership through observation feedback. **Action's Expected Result/Impact:** Students will engage in deeper academic discourse, strengthening their ability to explain reasoning, use scientific vocabulary, and collaborate effectively with peers. **Staff Responsible for Monitoring:** Grade 5 Teachers Instructional Specialist Principal Assistant Principal **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: Science teachers will attend all Elementary Instructional Planning meetings along with a member of the campus instructional leadership team, and EIPs will be scheduled on the ACE master calendar along with reminders in the staff newsletter. **Action's Expected Result/Impact:** Consistent teacher and leadership participation in EIPs will strengthen alignment to district curriculum expectations, ensure intentional lesson design, and promote shared accountability for instructional quality. **Staff Responsible for Monitoring:** Grade 5 Teachers Instructional Specialist Principal Assistant Principal **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: At least once each six weeks, a coordinator from the Science department will observe 5th grade teachers during a lesson and calibrate with the principal to provide feedback. **Action's Expected Result/Impact:** Teachers will receive clear, aligned feedback that leads to improved instructional practices, greater fidelity to the curriculum, and stronger student engagement. **Staff Responsible for Monitoring:** Principal/Assistant Principal Science Coordinator **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Key Action 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 5: Science teachers will collaborate with the family engagement committee during committee meetings to plan and host Science night in February, providing hands-on science activities and learning experiences for students and families. **Action's Expected Result/Impact:** Family participation in Science Night will strengthen school-home connections, spark student interest in science, equip parents with strategies to support learning, and build a positive culture that enhances engagement and achievement. **Staff Responsible for Monitoring:** All Science Teachers Family Engagement Committee Instructional Specialist Administration **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: Arbor Creek Elementary experienced declines in STAAR Science performance from 2024 to 2025, with Approaches decreasing from 44% to 39% (31% below the district average) and Meets decreasing from 17% to 12% (23% below the district average), leaving overall science achievement substantially lower than the slight increases the district gained in these areas. **Root Cause**: Students are struggling to demonstrate deep conceptual understanding and the ability to analyze investigation-based questions, because teachers are not showing and teaching the students through the process of how the lab-based content translates to a rigorous STAAR-type question.

Priority 1: Student Success

Goal 2: By the end of the 2025-2026 school year, at least 58% of SPED students at Arbor Creek Elementary will meet or exceed their individual growth targets on the STAAR Math assessment, as measured by state accountability standards, through increased collaboration between SPED and general education teachers to align instruction, monitor progress, and track student growth goals.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal 1: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: Math Unit Assessments
IEP Goal and Growth Tracker
STAAR
MAP

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: SPED teachers will attend bi-weekly Cardinal Collaboration PLCs on a Consult Day in math for grades 4-6, to ensure alignment of SPED instruction, including push-in support by teacher assistants, with general education math standards and growth targets. **Action's Expected Result/Impact:** Collaborative planning and alignment will strengthen coherence between general education and SPED instruction, ensuring that students with disabilities receive targeted support that addresses individual needs while keeping them on track with grade-level expectations. **Staff Responsible for Monitoring:** SPED Teachers Instructional Specialist Principal/Assistant Principal Teacher Assistants **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Key Action** **Problem Statements:** Student Learning 2				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: SPED teachers will conduct bi-weekly meetings during consultation with students and general education teachers focused on goal setting and progress tracking, documented in student data folders, so that growth toward STAAR math objectives is consistently monitored and adjusted along with a review of accommodations and alignment with IEP goals. **Action's Expected Result/Impact:** Ongoing collaboration and data-driven progress monitoring will provide timely adjustments to instruction and supports, ensuring students with disabilities remain on track toward both IEP goals and STAAR math objectives. **Staff Responsible for Monitoring:** SPED Teachers General Education Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Key Action** **Problem Statements:** Student Learning 2				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: SPED teachers will meet with teacher assistants every Friday during consultation to review and plan the delivery and implementation of inclusion services to ensure the support provided is effective and aligned to the students' IEP. **Action's Expected Result/Impact:** Students with disabilities will experience improved access to grade-level content, stronger progress toward IEP goals, and increased achievement in core subjects. **Staff Responsible for Monitoring:** SPED Teachers Teacher Assistants Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Key Action** **Problem Statements:** Student Learning 2				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: At least once each six weeks, a coordinator from the SPED department will observe SPED teachers during 4th- and 5th-grade math groups and calibrate with the principal to provide feedback. **Action's Expected Result/Impact:** Regular observation and calibration will provide SPED teachers with clear, targeted feedback that strengthens instruction, ensures fidelity to IEP goals and math standards, and drives consistent practices that improve instructional quality and student math achievement. **Staff Responsible for Monitoring:** SPED Coordinator Principal/Assistant Principal SPED Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Key Action** **Problem Statements:** Student Learning 2				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Student Learning
Problem Statement 2: Only 49% of the SPED student population at Arbor Creek Elementary met the student growth target in Math on the STAAR Math assessment and the Interim Target is 58% or higher. **Root Cause**: SPED teachers focused on IEP goals in isolation and did not consistently collaborate with general education teachers or teacher assistants to monitor and align instruction or track individual student growth goals with STAAR math objectives.

Priority 1: Student Success

Goal 3: By March 2025, 100% of Arbor Creek Elementary teachers will complete the required GT certification hours, as documented by district training records, ensuring all staff are equipped to deliver differentiated instruction that meets the needs of gifted learners.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal 1: All Students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: District GT certification records
professional development logs

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: The campus Quest teacher will deliver professional development sessions focused on differentiation strategies and GT instructional practices aligned to the required hours for certification. **Action's Expected Result/Impact:** All teachers will receive their required GT certification. **Staff Responsible for Monitoring:** QUEST Teacher General Education Teachers Administrators **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Campus administration will track teacher progress toward GT certification each six weeks using district records and communicate status updates to staff. Leadership will schedule dedicated time during staff development days for GT training. **Action's Expected Result/Impact:** Regular monitoring and built-in training opportunities will ensure all teachers complete required GT certification hours. **Staff Responsible for Monitoring:** QUEST Teacher General Education Teachers Administrators **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 4: Currently, not all Arbor Creek Elementary teachers have completed their required Gifted and Talented (GT) certification hours, which limits the campus's capacity to fully implement differentiated instructional practices to meet the needs of gifted learners. **Root Cause**: Without 100% completion, GT students may not consistently receive appropriately rigorous and challenging learning experiences.

Priority 1: Student Success

Goal 4: By the end of the 2025-2026 school year, the percentage of 5th grade students scoring a zero on extended constructed response items on the STAAR assessment will decrease from 61% to 50% or less, as a result of daily structured writing practice and using data collected from bi-weekly scoring sessions with the campus instructional team.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal 1: All Students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: RLA Unit Assessments
Formative Classroom Assessments
STAAR

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Teachers will include "Writing a little a lot" in lesson plans and include daily writing prompts to increase students' writing stamina a minimum of three days a week. **Action's Expected Result/Impact:** Students will have the stamina to write a detailed response to writing prompts **Staff Responsible for Monitoring:** 5th Grade Teachers Reading Instructional Specialist Campus Administration **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Teachers will bring an ECR or writing samples for each student to bi-weekly PLCs to analyze and decide on instructional steps needed with the campus instructional team. **Action's Expected Result/Impact:** Creating and comparing exemplars will help increase percentage of students scores on their writing **Staff Responsible for Monitoring:** 5th Grade Teachers Reading Instructional Specialist Campus Administration **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: Teachers and interventionists will meet with students in writing conferences weekly to discuss student individual writing goals and to help them track progress in personal learning systems. **Action's Expected Result/Impact:** Teachers and the campus instructional team will meet with students on a bi-weekly schedule in writing conferences to discuss their individual writing goals and track progress in their personal learning systems. **Staff Responsible for Monitoring:** 5th Grade Teachers Interventionists Reading Instructional Specialist Campus Administration **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: Teachers will collaborate with the family engagement team during committee meetings to host a Family Writing Night in March providing activities and learning experiences for students and families. **Action's Expected Result/Impact:** Parent/Community partnership will support students overall results toward goal **Staff Responsible for Monitoring:** All RLA Teachers Reading Instructional Specialist Campus Administration Family Engagement Committee **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

No Progress Accomplished Continue/Modify Discontinue

Goal 4 Problem Statements:

Student Learning
Problem Statement 3: On the 2025 Reading STAAR assessment, 61% of Arbor Creek Elementary students in 5th Grade scored a zero on extended constructed response items, indicating a significant need to improve students' ability to generate, organize, and communicate written responses aligned to grade-level standards. **Root Cause**: Teachers are not consistently providing students with daily, scaffolded opportunities to write across content resulting in limited student experience with developing complete written responses.

Priority 2: Safety and Wellbeing

Priority 3: Effectiveness and Efficiency

Priority 4: Family and Community Partnerships

HEB Independent School District

Bedford Heights Elementary

2025-2026 Priorities/Goals/Key Actions



Mission Statement

HEB ISD Mission Statement: Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Bedford Heights Mission Statement: Our Bedford Heights family builds a legacy of accountability, kindness, and perseverance by creating confident and responsible bulldogs.

Vision

HEB ISD Vision Statement: Empowering Today to Excel Tomorrow

Bedford Heights Vision Statement: At Bedford Heights ... We Create Confident and Responsible Bulldogs!

Value Statement

Core Values:

♦ Intentional: HEB ISD makes purposeful and strategic decisions.

♦ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.

♦ Learner-centered: HEB ISD prioritizes learning for students, staff, and families.

♦ Responsible: HEB ISD fulfills its ethical and social obligations with integrity.

♦ Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities:

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Priorities

Priority 1: Student Success

Goal 1: Staff will implement targeted instruction and vocabulary strategies to ensure that at least 50% of students demonstrate mastery of TEKS 3.10c by correctly answering related questions and applying vertically-aligned academic vocabulary.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Priority 1: Student Success

Evaluation Data Sources: Science DBA
STAAR
CFAs
Unit Tests

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Teachers will integrate at least one applied vocabulary activity into each unit to reinforce student understanding of TEKS 3.10c and vertically aligned academic vocabulary. **Action's Expected Result/Impact:** Students will demonstrate a deeper understanding of key academic vocabulary. **Staff Responsible for Monitoring:** K-6 science teachers, Principal/AP, Teacher Instructional Coach **Problem Statements:** Student Learning 1				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: In each unit, teachers will intentionally connect current academic vocabulary to both prerequisite and advanced terms to strengthen vertical alignment and deepen student understanding. **Action's Expected Result/Impact:** Students will develop a deeper conceptual understanding by recognizing how academic vocabulary connects across grade levels linking prior knowledge to new learning. **Staff Responsible for Monitoring:** K-6 science teachers, Principal/AP, Teacher Instructional Coach **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1 Problem Statements:

Student Learning

Problem Statement 1: Only 30% of students answered correctly on TEKS 3.10c on Grade 5 Science STAAR. **Root Cause**: Staff is not emphasizing vocabulary, direct instruction, and application of TEKS 3.10c.

Priority 1: Student Success

Goal 2: By the end of the 2025-2026 school year, teachers will give students the opportunity to read, discuss, and reflect daily when solving word problems during all applicable math units.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Priority 1: Student Success

Evaluation Data Sources: Math STAAR
Math DBA
CFAs
Unit tests
daily formative assessments

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Teachers will implement student-to-student and teacher-to-student verbal responses and discussion while solving math word problems multiple times per week. Evidence will be obtained from walk-throughs, PLCs, and lesson plans. **Action's Expected Result/Impact:** Deepened conceptual understanding and strengthened academic language (especially for EBs), builds collaboration **Staff Responsible for Monitoring:** K-6 Math Teachers Principal/AP TIC **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Teachers will give an opportunity for students to represent word problems using models and/or written responses within each lesson. Evidence will be obtained from walk-throughs, PLCs, and bi-weekly student work analyses. **Action's Expected Result/Impact:** Enhanced conceptual understanding and problem-solving communication **Staff Responsible for Monitoring:** K-6 Math Teachers Principal/AP TIC **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: Teachers will give students an opportunity to respond to questions about word problems in complete sentences. Data will be collected through PLC discussions, instructional rounds, and walkthroughs. **Action's Expected Result/Impact:** Strengthened mathematical communication, academic language, and deepened conceptual understanding **Staff Responsible for Monitoring:** K-6 Math Teachers Principal/AP TIC **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: Teachers will implement grade level appropriate reading strategies with word problems daily. - Reading and math teachers will collaborate about reading comprehension strategies on October 31 (PM). - Evidence will be obtained by analyzing student work in PLCs. **Action's Expected Result/Impact:** Improved comprehension, academic vocabulary, and ability to independently interpret word problems **Staff Responsible for Monitoring:** K-6 Math Teachers Principal/AP TIC **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2 Problem Statements:

Student Learning
Problem Statement 2: Students are not using reading comprehension strategies effectively while solving math word problems. **Root Cause**: Teachers are not utilizing/teaching writing, reading, and discussion strategies enough during math word problems.

Priority 1: Student Success

Goal 3: By May 2026, Tier 2 students will demonstrate improved decoding automaticity, as evidenced by a 20% increase in scores on progress monitoring assessments, through the consistent implementation of a systematic, research-based phonics curriculum with fidelity.

Quality Indicator: Student Success: Early Literacy and Numeracy

District Goal Alignment: Priority 1: Student Success

Evaluation Data Sources: Reading MAP
DIBELS
Progress monitoring
classroom formative assessments
Sadlier for Tier 2 students

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Teachers will provide daily, intentional practice opportunities for students to engage with and apply letter-sound relationships during the word study block and intervention. **Action's Expected Result/Impact:** strengthened foundational phonics skills, early reading fluency, and confidence in decoding unfamiliar words **Staff Responsible for Monitoring:** K-2 Reading Teachers TIC Principal/AP Interventionists **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Teachers will implement the new phonics curriculum with explicit decoding practice that includes guided and repeated opportunities for the duration of the allotted phonics block (25-40 minutes based on grade level) with informal data collection on student understanding. **Action's Expected Result/Impact:** Strengthened foundational literacy skills, differentiated instruction, and accuracy and fluency in reading **Staff Responsible for Monitoring:** K-2 Reading Teachers TIC Principal/AP Interventionists **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: Teachers will use DIBELS to progress monitor students weekly and bi-weekly who are below or well below the benchmark to track progress. **Action's Expected Result/Impact:** Timely identification of growth and needs, allowing teachers to provide targeted interventions **Staff Responsible for Monitoring:** K-2 Reading Teachers TIC Principal/AP Interventionists **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: Teachers will actively participate and engage in bi-weekly PLCs from August-December in reference to strengthening students' phonics and decoding skills by collaborating with their peers. Staff will utilize the LTEP word study look fors. **Action's Expected Result/Impact:** Strengthened instructional strategies that improve students' foundational reading skills **Staff Responsible for Monitoring:** K-2 Reading Teachers TIC Principal/AP Interventionists **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 3: In K-2 reading, 15% of students are below or well below on the decoding measure in DIBELS. **Root Cause**: There has not a systematic, research-based phonics curriculum followed with fidelity in order to help Tier 2 students automate decoding skills.

Priority 1: Student Success

Goal 4: Within each ELAR Unit, teachers will purposefully guide connections between genres, specifically drawing parallels between nonobvious texts, in an effort to support critical thinking and making comparisons when reading various genres.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Priority 1: Student Success

Evaluation Data Sources: Reading MAP
Reading DBA
classroom formative assessments
exit tickets

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: With each paired passage in the curriculum, teachers will provide opportunities for students to articulate at least three connections between nonobvious texts from different genres during class discussions and written assignments, demonstrating enhanced critical thinking and comparative analysis skills. **Action's Expected Result/Impact:** Deepened critical thinking, strengthened comparative analysis skills, and enhanced ability to transfer understanding across diverse texts **Staff Responsible for Monitoring:** 3-6 Reading Teachers TIC Principal/AP **Problem Statements:** Student Learning 4				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Teachers will introduce weekly genre comparison activities where students analyze texts from at least two different genres and discuss potential connections in small groups. **Action's Expected Result/Impact:** Enhanced critical thinking, deepened comprehension, and strengthened ability to recognize patterns and themes across literature **Staff Responsible for Monitoring:** 3-6 Reading Teachers TIC Principal/AP **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 4				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: With each paired passage in the curriculum, teachers will provide students with graphic organizers to document similarities, differences, and connections between texts, and continue to progress monitor comparisons through informal discussion. **Action's Expected Result/Impact:** Support of comprehension and comparative analysis skills **Staff Responsible for Monitoring:** 3-6 Reading Teachers TIC Principal/AP **Problem Statements:** Student Learning 4				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: With each paired passage in the curriculum, teachers will intentionally guide students in making connections across genres, including drawing parallels between non-obvious texts, to build consistency in text analysis, strengthen critical thinking, and support comparisons when reading a variety of genres. **Action's Expected Result/Impact:** strengthened ability to analyze texts, think critically, and compare and interpret a variety of genres **Staff Responsible for Monitoring:** 3-6 Reading Teachers TIC Principal/AP **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 4				

No Progress Accomplished Continue/Modify Discontinue

Goal 4 Problem Statements:

Student Learning
Problem Statement 4: In Grades 3-6 reading, when given a paired passage, students demonstrate limited ability to layer complex tasks and make non-intuitive parallels. **Root Cause**: Teachers do not provide students with adequate opportunities to make organic parallels between multi-genre paired passages.

Priority 1: Student Success

Goal 5: Math and ELAR general education teachers will provide opportunities for enrichment and extension beyond the curriculum at least once per unit.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Priority 1: Student Success

Evaluation Data Sources: Math, Reading, and Science STAAR
Math, Reading, and Science DBA
classroom formative assessments
Math and Reading MAP
DIBELS
Lesson plans

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: GT Specialist will provide PD on January 5, 2026, to general education teachers that will aid in planning for appropriate enrichment and extension. **Action's Expected Result/Impact:** Student engagement Masters level achievement **Staff Responsible for Monitoring:** GT Specialist General Education teachers Administrators Teacher Instructional Coach **Problem Statements:** Demographics 1				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: During bi-weekly student work analysis PLCs, teachers and leaders will plan for extensions based on exemplar work samples. **Action's Expected Result/Impact:** Student engagement Masters level achievement **Staff Responsible for Monitoring:** General Education teachers Administrators Teacher Instructional Coach **Problem Statements:** Demographics 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5 Problem Statements:

Demographics
Problem Statement 1: Not all GT and highly capable students are reaching the masters level on STAAR. **Root Cause**: Teachers are not consistently providing extensions, acceleration, or opportunities for depth and complexity in the general education setting.

Priority 2: Employee Success

Priority 3: Safety and Wellbeing

Goal 1: The staff, students, and PTA will contribute to the maintenance of the building exterior by setting guidelines for outside play that don't contribute to the declining outside play areas, setting goals for future expenses to improve the quality of the current play areas, and being diligent about reporting any unsafe areas to school and district groundskeepers.

Quality Indicator: Safety and Wellbeing: Wellbeing for AII Students and Staff

District Goal Alignment: Priority 3: Safety and Wellbeing

Evaluation Data Sources: Observation during outdoor play or BHE events
Reported issues in a Google Form

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Staff will set clear guidelines and expectations for outside play (CHAMPS) and consistent rules and procedures for outside play (recess, PE, Extended Day). **Action's Expected Result/Impact:** A safe, structured environment that promotes positive behavior, maximizes student engagement, and supports social and physical development **Staff Responsible for Monitoring:** Recess teachers PE teachers Principal/AP Secretary **Problem Statements:** Perceptions 1				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Staff will create a designated digging area. **Action's Expected Result/Impact:** A safe, structured space for exploration and sensory play, fostering creativity, fine motor development, and cooperative learning **Staff Responsible for Monitoring:** Recess teachers PE teachers Principal/AP **Problem Statements:** Perceptions 1				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: Staff will report any unsafe areas to admin/office for reporting to district. **Action's Expected Result/Impact:** A safe learning environment by addressing hazards promptly and protecting students' well-being **Staff Responsible for Monitoring:** Recess teachers PE teachers Principal/AP Secretary **Problem Statements:** Perceptions 1				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: Administrators will work with PTA to plan for exterior landscape when planning their spending/raising funds. **Action's Expected Result/Impact:** Shared ownership, enhanced school environment, and a welcoming and safe space for students and families **Staff Responsible for Monitoring:** Principal/AP Secretary **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1 Problem Statements:

Perceptions
Problem Statement 1: Student and staff surveys show that the quality of the building has declined for the past four years. **Root Cause**: There is a lack of adequate play spaces because of the poor quality of the grounds (unsafe surfaces, uneven ground, rocky terrain, lack of grassy areas).

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

HEB Independent School District

Bell Manor Elementary School

2025-2026 Priorities/Goals/Key Actions



Mission Statement

HEB ISD will provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

At Bell Manor Elementary, we are growing every day.

Vision

Empowering Today to Excel Tomorrow

Be A B.O.B.C.A.T.!

Value Statement

HEB ISD Core Values:

♦ Intentional: HEB ISD makes purposeful and strategic decisions.

♦ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.

♦ Learner-centered: HEB ISD prioritizes learning for students, staff, and families.

♦ Responsible: HEB ISD fulfills its ethical and social obligations with integrity.

♦ Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities:

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

Bell Manor Core Values:

B - Be Kind: Treat others the way you want to be treated.

O - Outstanding: Set goals and work hard to achieve them.

B - Best Work: Always give 100% of your personal best.

C - Courageous: To be responsible for your own actions and work.

A - Attitude: Make it positive.

T - Trustworth: Show respect for yourself and others.

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Priorities

Priority 1: Student Success

Goal 1: Throughout the 2025-2026 school year, 4th grade staff will follow the district Math curriculum and utilize progress monitoring practices so that students in 4th grade math will demonstrate a growth score of 80% or higher on STAAR Math.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: Math STAAR 2026, Math MAP 2026

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Throughout the 2025-2026 school year, Math teachers and the Math IS will partner with the K-5 Math Curriculum Coordinator on independent-mathematical thinking as measured by campus-specific professional development each quarter. **Action's Expected Result/Impact:** Teachers will have the knowledge and skills to implement independent-mathematical thinking within their classrooms. **Staff Responsible for Monitoring:** Classroom teachers, Math Instructional Specialist, Administration **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	 No Review			

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Within the 2025-2026 school year, 100% of G3-6 Math teachers will utilize SchoolCity to track student growth goals and TEKS (through Unit Tests, Exit Tickets) to create small groups based on missing skills. **Action's Expected Result/Impact:** Teachers will be able to close achievement gaps by targeting specific TEKS skills in small groups. **Staff Responsible for Monitoring:** Classroom Teachers, Math Instructional Specialist, Administrators **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: 100% of Math teachers will participate in LTEP (PLCs, Observation/Feedback, Data Meetings) with the Math Instructional Specialist and Admin Team throughout the 25-26 school year. **Action's Expected Result/Impact:** Teachers will receive support on the instructional practices to monitor students' understanding of word problems using the campus problem-solving strategy. **Staff Responsible for Monitoring:** Classroom teachers, Math Instructional Specialist, Administrators **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: By the end of October 2025, Bell Manor Elementary will host a math family engagement event for parents/ families. **Action's Expected Result/Impact:** Parents/families will leave the family engagement event with activities to practice Math problem-solving strategies. **Staff Responsible for Monitoring:** Classroom teachers, Math Instructional Specialist, Administrators, Parents **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1				

Key Action 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 5: By the end of February 2026, Bell Manor Elementary will host a STEAM family engagement for parents and families. **Action's Expected Result/Impact:** Parents/families will leave the family engagement event with activities to practice the connection between math and science. **Staff Responsible for Monitoring:** Classroom teachers, Math Instructional Specialist, Administrators, Parents **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1				

Key Action 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 6: Within the 2025-2026 school year, 100% Math teachers will remain compliant with GT expectations by participating in vertical team meetings to address enrichment strategies. **Action's Expected Result/Impact:** Teachers will receive support on the instructional practices to support gifted learners in enrichment to grow mastery scores. **Staff Responsible for Monitoring:** Classroom teachers, Math Instructional Specialist, Advanced Academic Specialist, Administrators **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: In 24-25, 4th Grade Math STAAR Data was 42% Meets and 18% Masters. **Root Cause**: Students are struggling to reach Meets and Masters levels because instruction emphasizes procedural fluency over deep, strategic problem-solving -- especially in TEKS 4.9 (Data Analysis), 4.3 (Multi-step Reasoning), and 4.6 (Geometry/ Measurement).

Priority 1: Student Success

Goal 2: Throughout the 2025-2026 school year, 5th grade staff will follow the district ELAR curriculum and utilize progress monitoring practices so that students in 5th grade reading will demonstrate a growth score of 80% or higher on STAAR RLA.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: RLA STAAR 2026, Reading MAP 2026

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: 100% of Reading teachers will participate in LTEP with the ELAR Instructional Specialist and Admin Team throughout the 25-26 school year. **Action's Expected Result/Impact:** Teachers will receive support on the instructional practices to monitor students' understanding of best practices for reading comprehension. **Staff Responsible for Monitoring:** Classroom teachers, ELAR Instructional Specialist, Administrators **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Beginning August 2025, all teachers in Grades 3-5 will implement the Four-Step Vocabulary Routine with at least 3 Tier 2 or academic vocabulary words per week, using grade-level lists and anchor texts as evidenced by class word walls and evaluating student writing. **Action's Expected Result/Impact:** Increase in students' vocabulary usage of Tier 2 academic vocabulary terms to increase student reading comprehension and writing. **Staff Responsible for Monitoring:** Classroom teachers, ELAR Instructional Specialist, Administrators **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: Beginning August 2025, teachers in Grades 3-5 will implement daily Thinking Reader lessons for the first 30 instructional days, dedicating 20-30 minutes per day to explicitly model and guide students in critical thinking, comprehension strategies, and discussion routines as evidenced by PLC reflections and instructional walks. **Action's Expected Result/Impact:** Increased student reading comprehension and teacher use of best practices for engaging students. **Staff Responsible for Monitoring:** Classroom teachers, ELAR Instructional Specialist, Administrators **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: Beginning the first week of school in August 2025, Bell Manor will launch a school-wide Vocabulary Initiative by introducing one Tier 2 academic word daily through morning announcements and displaying it on the cafeteria word wall; participation and engagement will be monitored through weekly collection of student submissions, word wall updates, and teacher feedback during PLCs. **Action's Expected Result/Impact:** Increase in students' vocabulary usage of Tier 2 academic vocabulary terms to increase student reading comprehension and writing. **Staff Responsible for Monitoring:** Classroom teachers, ELAR Instructional Specialist, Administrators **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2				

Key Action 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 5: By the end of March 2025, Bell Manor Elementary will host a reading family engagement event for parents/ families. **Action's Expected Result/Impact:** Parents/families will leave the family engagement event with early literacy strategies to support their child(ren) at home. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Specialists, Administrators, Parents/Families, Interventionists **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2				

Key Action 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 6: Within the 2025-2026 school year, 100% Reading teachers will remain compliant with GT expectations by participating in the 5th Grade ELAR PLC and vertical team meetings to address enrichment strategies. **Action's Expected Result/Impact:** Teachers will receive support on the instructional practices to support gifted learners in enrichment to grow mastery scores. **Staff Responsible for Monitoring:** Classroom teachers, ELAR Instructional Specialist, Advanced Academic Specialist, Administrators **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Student Learning
Problem Statement 2: In 24-25, 5th Grade Reading STAAR Data was 39% Meets and 19% Masters. **Root Cause**: Students are struggling with author's purpose and structure because classroom instruction often focuses on literal comprehension, and does not include explicit teaching and practice in metacognitive strategies.

Priority 1: Student Success

Goal 3: Throughout the 2025-2026 school year, 1st grade students will receive explicit instruction and practice in phonics skills utilizing the newly adopted district curriculum so all students demonstrate growth from BOY to EOY Reading DIBELS.

Quality Indicator: Student Success: Early Literacy and Numeracy

District Goal Alignment: All Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English and/or Spanish.

Evaluation Data Sources: DIBELS BOY, DIBELS MOY, DIBELS EOY, Progress Monitoring in Amplify

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By May 2026, 100% of K-2 teachers at Bell Manor will implement daily, explicit vocabulary instruction and fully utilize Sadlier Phonics to Reading with fidelity, as measured by weekly lesson plan checks and monthly instructional walk-throughs. **Action's Expected Result/Impact:** Resulting in at least 70% of K-2 students demonstrating Above Average or Well Above Average growth on both MAP Reading and DIBELS composite scores. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Specialists, Administrators, Interventionists **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: By September 30, 2025, all K-2 teachers will receive training on embedding explicit, daily Tier 1 vocabulary instruction aligned with Sadlier Phonics to Reading, using strategies such as student-friendly definitions, visual supports, and active engagement routines. **Action's Expected Result/Impact:** Resulting in at least 70% of K-2 students demonstrating Above Average or Well Above Average growth on both MAP Reading and DIBELS composite scores. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Specialists, Administrators, Interventionists **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3				

Key Action 3 Details	Reviews			
Key Action 3: By October 15, 2025, K-2 teachers will begin using MAP and DIBELS 8 growth data during monthly data meetings to create and update flexible small groups.	Formative			Summative
	Nov	Feb	June	June
Action's Expected Result/Impact: Resulting in at least 70% of K-2 students demonstrating Above Average or Well Above Average growth on both MAP Reading and DIBELS composite scores. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Specialists, Administrators, Interventionists **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3				

Key Action 4 Details	Reviews			
Key Action 4: Throughout the 2025-2026 school year, administrators and instructional coaches will conduct instructional walks (obs/feedback) to evaluate strong student engagement and formative feedback.	Formative			Summative
	Nov	Feb	June	June
Action's Expected Result/Impact: Teacher best practices will increase student reading comprehension and growth on EOY DIBELS. **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3				

Key Action 5 Details	Reviews			
Key Action 5: By the end of March 2025, Bell Manor Elementary will host a reading family engagement event for parents/ families.	Formative			Summative
	Nov	Feb	June	June
Action's Expected Result/Impact: Parents/families will leave the family engagement event with early literacy strategies to support their child(ren) at home. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Specialists, Administrators, Parents/Families, Interventionists **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3				

Key Action 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 6: Within the 2025-2026 school year, 100% Reading teachers will remain compliant with GT expectations by participating in vertical team meetings to address enrichment strategies. **Action's Expected Result/Impact:** Teachers will receive support on the instructional practices to support gifted learners in enrichment to grow well-above average DIBELS scores. **Staff Responsible for Monitoring:** Classroom teachers, ELAR Instructional Specialist, Advanced Academic Specialist, Administrators **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 3: In 24-25, 1st Grade phonics data was at 79% achievement and 77% growth. **Root Cause**: The current instructional system prioritizes remediation over acceleration, resulting in limited differentiated support for K-2 students who meet or exceed benchmarks. Additionally, vocabulary instruction - critical for supporting reading comprehension and growth - is inconsistently embedded across Tier 1 and small-group instruction.

Priority 2: Employee Success

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

HEB Independent School District

Bellaire Elementary

2025-2026 Priorities/Goals/Key Actions

Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Vision

Empowering Today to Excel Tomorrow

Value Statement

♦ Intentional: HEB ISD makes purposeful and strategic decisions.

♦ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.

♦ Learner-centered: HEB ISD prioritizes learning for students, staff, and families.

♦ Responsible: HEB ISD fulfills its ethical and social obligations with integrity.

♦ Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Priorities

Priority 1: Student Success

Goal 1: By the start of the August 20, 2025 school year, K-2 monolingual teachers will implement the From Phonics to Reading program daily with fidelity, as evidenced by teachers' daily lesson plans including the program and 90% of classroom walkthroughs showing implementation with fidelity.

Quality Indicator: Student Success: Early Literacy and Numeracy

District Goal Alignment: Student Achievement: 1.2B 100% of Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English or Spanish

Evaluation Data Sources: Lesson plans, Walkthroughs, DIBELS/Lectura

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By the end of the second six weeks, kindergarten through second-grade teachers will implement daily small-group phonics instruction with fidelity. Administrators will track implementation through bi-weekly small group anecdotal documentation, with evidence that at least 90% of teachers are consistently delivering small-group phonics instruction as planned. **Action's Expected Result/Impact:** Improvement of student phonological awareness **Staff Responsible for Monitoring:** Teachers, Reading Instructional Specialist, Administration **Problem Statements:** Demographics 1, 2				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: During the 2025-26 school year, all kindergarten through second grade teachers will attend 100% of district instructional planning meetings as evidenced by STRIVE attendance reports. **Action's Expected Result/Impact:** Strengthen the first teach **Staff Responsible for Monitoring:** eading teachers, District Facilitators, Reading Instructional Specialist, Administrators **Problem Statements:** Demographics 1, 2				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: During the 2025-26 school year, kindergarten through second grade teachers will participate in LTEP sessions focused on phonics at least twice per semester with the ELAR Instructional Specialist and Administration Team, as evidenced by sign-in sheets. **Action's Expected Result/Impact:** Build strong first teach **Staff Responsible for Monitoring:** K-1 Teachers, Reading Instructional Specialist, Administrators **Problem Statements:** Demographics 1, 2				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: During Bellaire Family Literacy Night in October 2025, kindergarten through second grade teachers will provide families with activities to support literacy at home as evidenced by the grade level activity sheet. **Action's Expected Result/Impact:** Provide parents with tools to support literacy at home **Staff Responsible for Monitoring:** Reading teachers, Reading Instructional Specialist, Administrators **Problem Statements:** Demographics 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Demographics
Problem Statement 1: 50% of African Americans and 57% of Hispanic students in the kindergarten monolingual classrooms performed below or well-below expectations on EOY DIBELS assessment. **Root Cause**: Teachers were focused heavily on comprehension lessons to ensure students met the EOY BAS/SEL goals.
Problem Statement 2: 28% of African American students and 33% of Hispanic students in the first grade monolingual classrooms performed below or well-below expectations on EOY DIBELS assessment. **Root Cause**: Teachers were focused heavily on comprehension lessons to ensure students met the EOY BAS/SEL goals.

Priority 1: Student Success

Goal 2: By the end of the 2025-2026 school year, through the use of Learning Lab for grade level content support, 30% of special education students in 4th grade and 5th grade will score meets grade level on the reading and math STAAR.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Student Achievement: 1.1. A 100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: State of Texas Assessment of Academic Readiness (STAAR)

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By September 2025, teachers will use assessment data and input to identify students for the Learning Lab, ensuring all identified students are scheduled for targeted support as evidenced by the learning lab teacher form. **Action's Expected Result/Impact:** Increased % of students meeting the standard on math and reading STAAR in Spring 2026. **Staff Responsible for Monitoring:** Administrators, Instructional Specialist, Special Education Teachers, General Education Teachers **TEA Priorities:** Build a foundation of reading and math **- Targeted Support Key Action - Additional Targeted Support Key Action** **Problem Statements:** Demographics 6, 7, 8				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: By November 30, 2025, Instructional Resource teachers will collaboratively identify up to five priority TEKS standards in reading and math, using student performance data and IEP progress reports. These standards will be documented, shared with the grade-level teams, and revisited each grading period to track alignment and impact on student growth using SchoolCity. **Action's Expected Result/Impact:** Increase special education teacher's knowledge of student STAAR growth goals **Staff Responsible for Monitoring:** Administrators, Instructional Specialist, Special Education Teachers, General Education Teachers **TEA Priorities:** Build a foundation of reading and math **- Targeted Support Key Action - Additional Targeted Support Key Action** **Problem Statements:** Demographics 6, 7, 8				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: By May 2025, at least 30% of 4th and 5th grade special education students will score at the Meets Grade Level standard on the reading and math STAAR assessments. Progress will be monitored through unit tests and the SpEd BLE tracker, and reteach lessons will be created and implemented for any identified low areas to address misconceptions and reinforce mastery. **Action's Expected Result/Impact:** Increase special education teacher's knowledge of student STAAR growth goals **Staff Responsible for Monitoring:** Administrators, Instructional Specialist, Special Education Teachers, General Education Teachers **TEA Priorities:** Build a foundation of reading and math **- Targeted Support Key Action - Additional Targeted Support Key Action** **Problem Statements:** Demographics 6, 7, 8				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: By January 31, 2026, 100% of teachers will complete the Gallup CliftonStrengths assessment and identify their top five strengths. Teachers will reflect on how these strengths can be leveraged to improve instructional strategies for SpEd students, and each teacher will share a personal action step during a staff meeting. **Action's Expected Result/Impact:** Increase special education teacher's knowledge of student STAAR growth goals **Staff Responsible for Monitoring:** Administrators, Instructional Specialist, Special Education Teachers, General Education Teachers **TEA Priorities:** Build a foundation of reading and math **- Targeted Support Key Action - Additional Targeted Support Key Action** **Problem Statements:** Demographics 6, 7, 8				

Key Action 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 5: Between July 2025 and April 2026 TK Ed and Special Education Department will meet once a month with Bellaire Leadership and Special Education Teachers coaching on instructional leadership in observation, feedback, and data-driven instruction to support improved performance of students receiving special education services. **Action's Expected Result/Impact:** Increased % of students meeting the standard on math and reading STAAR in Spring 2026. **Staff Responsible for Monitoring:** Principal, Federal Programs Coordinator, Assistant Superintendent of Elementary Instruction **TEA Priorities:** Build a foundation of reading and math **- Targeted Support Key Action - Additional Targeted Support Key Action** **Problem Statements:** Demographics 6, 7, 8				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2 Problem Statements:

Demographics
Problem Statement 6: The percentage of Special Education students in 4th grade who achieved the "Meets" category on the STAAR assessment was 15% in Reading and 14% in Math. **Root Cause**: Instructional Resource is not designated for providing grade level standard instruction to support student understanding of grade level content.
Problem Statement 7: The percentage of Special Education students in 5th grade who achieved the "Meets" category on the STAAR assessment was 9% in Reading and 0% in Math. **Root Cause**: Instructional Resource is not designated for providing grade level standard instruction to support student understanding of grade level content.
Problem Statement 8: Teachers did not designate which student would benefit the most from the Learning Lab. **Root Cause**: Instructional Resource is not designated for providing grade level standard instruction to support student understanding of grade level content.

Priority 1: Student Success

Goal 3: By September 2, 2025, through the administration of DBA 2, all 5th grade ELAR teachers will strengthen students' editing and revision skills by providing explicit instruction on revising and/or editing strategies at least once per lesson module, as evidenced by lesson plans and student writing samples.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Student Achievement: 1.1. A 100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: State of Texas Assessment of Academic Readiness (STAAR)

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Throughout the 2025-26 school year, all fifth grade literacy teachers will ensure that students participate in one peer-collaborative scoring session using the ECR conventions rubric to score ECRs scheduled within the curriculum, with evidence documented in lesson plans and student scoring sheets. **Action's Expected Result/Impact:** Increased % of students meeting the standard on ECR reading STAAR in Spring 2026. **Staff Responsible for Monitoring:** Administrators, Instructional Specialist, 5th grade Teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 3, 4				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: During weekly planning, the teacher will identify at least one descriptor addressed on the ECR conventions rubric and document implementation during the writing workshop or content writing within their lesson plans. **Action's Expected Result/Impact:** Increase teacher capacity in Tier 1 Instruction **Staff Responsible for Monitoring:** Administrators, Instructional Specialist, 5th grade Teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 3, 4				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: Fifth grade teachers will participate in LTEP and Observation/Feedback with the ELAR Instructional Specialist and Administration Team throughout the 25-26 school year. **Action's Expected Result/Impact:** Increase teacher capacity in Tier 1 Instruction **Staff Responsible for Monitoring:** Administrators, Instructional Specialist, 5th grade Teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 3, 4				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: During the 2025-26 school year, all fifth grade teachers will attend 100% of district instructional planning meetings as evidenced by STRIVE attendance reports. **Action's Expected Result/Impact:** Increase teacher capacity in Tier 1 Instruction **Staff Responsible for Monitoring:** Administrators, Instructional Specialist, 5th grade Teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 3, 4				

Key Action 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 5: During Bellaire Family Reading Night in October 2026, fifth grade teachers will provide families with strategies and activities to support literacy at home as evidence by the grade level Reading Activity Summary Sheet. **Action's Expected Result/Impact:** Build parent capacity in reading strategies **Staff Responsible for Monitoring:** Administrators, Instructional Specialist, Literacy Committee **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 3, 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3 Problem Statements:

Demographics
Problem Statement 3: 14% of African Americans and 32% of Hispanics obtained Meets on 5th Reading STAAR. **Root Cause**: Teachers were focused more on teaching students how to answer the prompt rather than including instruction on effective editing and revising practices that would perfect students' written responses.

Demographics
Problem Statement 4: 0% of all 5th grade students received full credit on the ECR for the 2025 STAAR test which had an impact on performance level percentages. **Root Cause**: Teachers were focused more on teaching students how to answer the prompt rather than including instruction on effective editing and revising practices that would perfect students' written responses.

Priority 1: Student Success

Goal 4: By November 2025, third grade math teachers will implement three different TEKS 3.4K-aligned problem formats each week (e.g., one-step, two-step, missing addend) to strengthen students' problem-solving skills and conceptual understanding, as measured by performance on exit tickets and unit assessments.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will Meet or Exceed Expected Progress in Mathematics as reported on the Texas Academic Performance Report (TAPR).

Evaluation Data Sources: Lesson Plans, Unit Assessments

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By October 2025, teachers will implement TEKS 3.4K-aligned math problems twice per week during Problem of the Day and intentionally highlight common student errors in math discussions to address misconceptions, as evidenced by lesson plans, classroom observations, and student work. **Action's Expected Result/Impact:** Increase teacher capacity in Tier 1 Instruction **Staff Responsible for Monitoring:** Administrators, Instructional Specialist, Third Grade Teachers **Problem Statements:** Demographics 9, 10				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: By September 2025, teachers will participate in TEKS 3.4K Leading Through Exemplary Practices (LTEP) and use assessment results and student work samples to identify misconceptions and reteach as needed, as documented during practice LTEP sessions and student progress on unit assessments. **Action's Expected Result/Impact:** Increase teacher capacity in Tier 1 Instruction **Staff Responsible for Monitoring:** Administrators, Instructional Specialist, Third Grade Teachers **Problem Statements:** Demographics 9, 10				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: By November 2025, teachers will consistently spiral TEKS 3.4K into daily work, and exit tickets to reinforce mastery, as evidenced by lesson plans, student work samples, and improved performance on unit assessments. **Action's Expected Result/Impact:** Increase teacher capacity in Tier 1 Instruction **Staff Responsible for Monitoring:** Administrators, Instructional Specialist, Third Grade Teachers **Problem Statements:** Demographics 9, 10				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: By October 2025, teachers will integrate TEKS 3.4K practice into Math Workshops throughout the school year, providing ongoing opportunities for student mastery, as evidenced by lesson plans and student work samples. **Action's Expected Result/Impact:** Increase teacher capacity in Tier 1 Instruction **Staff Responsible for Monitoring:** Administrators, Instructional Specialist, Third Grade Teachers **Problem Statements:** Demographics 9, 10				

Key Action 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 5: Bellaire Elementary Math Committee will host a family Math Night in November 2025 to provide parents and families a activity to increase number fluency as evidence by the grade level Math Activity Summary Sheet. **Action's Expected Result/Impact:** Build parent capacity in number fluency **Staff Responsible for Monitoring:** Administrators, Instructional Specialist, Math Committee **Problem Statements:** Demographics 9, 10				

No Progress Accomplished Continue/Modify Discontinue

Goal 4 Problem Statements:

Demographics
Problem Statement 9: 43% of all 3rd students obtained Meets on the 3rd Math STAAR; 29% of African American obtained Meets on the 3rd Math STAAR; 38% Hispanic obtained Meets on the 3rd Math STAAR; 5% of SpEd obtained Meets on the 3rd Math STAAR **Root Cause**: The teacher is not providing a sufficient variety of mathematical problems aligned with TEKS 3.4K.
Problem Statement 10: In 3rd grade English 30.95% students and 24.14% of Spanish students correctly answer TEKS 3.4K correctly. **Root Cause**: The teacher is not providing a sufficient variety of mathematical problems aligned with TEKS 3.4K.

Priority 1: Student Success

Goal 5: By May 2026, 100% of fourth and fifth-grade GT students will receive differentiated, accelerated, and enriched science instruction through the implementation of one targeted GT-specific science enrichment strategies per unit (e.g., advanced questioning, cross-disciplinary projects). The goal is for at least 100% of GT students to achieve the Masters level on the 5th Grade Science STAAR.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Student Achievement: 1.1. A 100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: State of Texas Assessment of Academic Readiness (STAAR)

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By May 2026, GT teacher and classroom teacher will implement higher-order questioning strategies (DOK Levels 3-4) in one lesson per unit, as evidenced by lesson plans and classroom observations, to ensure GT students are consistently challenged to analyze, evaluate, and create. **Action's Expected Result/Impact:** 100% of GT students to achieve the Masters level on the 5th Grade Science STAAR. **Staff Responsible for Monitoring:** Administrators, Instructional Specialist, Fourth and Fifth Grade Teachers **Problem Statements:** Demographics 13, 14				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: By May 2026, GT teacher and classroom teacher will provide one differentiated or enrichment option per unit (e.g., tiered assignments, project extensions, or choice boards) designed for GT students to extend their learning beyond grade-level TEKS. Lesson plans and student products will demonstrate evidence of differentiation. **Action's Expected Result/Impact:** 100% of GT students to achieve the Masters level on the 5th Grade Science STAAR. **Staff Responsible for Monitoring:** Administrators, Instructional Specialist, Fourth and Fifth Grade Teachers **Problem Statements:** Demographics 13, 14				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: By May 2026, all 4th and 5th grade science teachers will consistently track GT students' progress using unit tests. Progress monitoring will focus on students' movement toward achieving 100% Masters level performance on the STAAR Science assessment. **Action's Expected Result/Impact:** 100% of GT students to achieve the Masters level on the 5th Grade Science STAAR. **Staff Responsible for Monitoring:** Administrators, Instructional Specialist, Fourth and Fifth Grade Teachers **Problem Statements:** Demographics 13, 14				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5 Problem Statements:

Demographics
Problem Statement 13: 0% of all fifth grade GT students obtained Masters on the 5th Science STAAR; **Root Cause**: GT students may not have received differentiated, accelerated, or enriched science instruction beyond the standard grade-level curriculum.
Problem Statement 14: 0% of all fifth grade GT students obtained Masters on the 5th Science STAAR; 0% of all fifth grade students obtained Masters on the 5th Science STAAR **Root Cause**: GT students did not receive differentiated, accelerated, or enriched science instruction beyond the standard grade-level curriculum.

Priority 2: Employee Success

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

HEB Independent School District

Donna Park Elementary

2025-2026 Priorities/Goals/Key Actions

Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Vision

Empowering Today to Excel Tomorrow

Value Statement

- Intentional: HEB ISD makes purposeful and strategic decisions.
- Respectful: HEB ISD recognizes value in everyone and their unique perspectives.
- Learner-centered: HEB ISD prioritizes learning for students, staff, and families.
- Responsible: HEB ISD fulfills its ethical and social obligations with integrity.
- Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Goals

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Priorities

Priority 1: Student Success

Goal 1: Students in fourth grade will show growth in Category 2--computations and Algebraic Relationships--increasing from 39% correct to 45% correct or more by Math DBA.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: Unit assessments
CFA review problems
Math DBA

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Instructional leadership will monitor classroom instruction and student work during math blocks ensuring allocated time frames for various portions of the math cycle are followed. **Action's Expected Result/Impact:** Increase in student engagement during math blocks. **Staff Responsible for Monitoring:** Administration Part time Math IS Teacher **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Teacher will provide students with bi-weekly opportunities to practice Category 2 type problems. Follow up will occur the next PLC with analysis of student work and a specific instructional focus for the upcoming week. **Action's Expected Result/Impact:** Increase in student understanding of solving Category 2 math problems. **Staff Responsible for Monitoring:** Teacher Administrator Part time Math IS **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: Math Coordinator and/or facilitator will visit a minimum of 3x per year to observe classroom instruction and/or PLC meetings to provide feedback for improvement. **Action's Expected Result/Impact:** Increase in teacher confidence in providing lessons to students. **Staff Responsible for Monitoring:** Part time Math IS Administrator Math coordinator and/or facilitator **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: Instructional leadership team will coach the teacher on the use of formative feedback a minimum of 4 times per year by the end of January during and after walk through evaluations as well as in PLC meetings. **Action's Expected Result/Impact:** Increased time on task during math block. Increased student performance. **Staff Responsible for Monitoring:** Administrators Part time math IS Teacher **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: Third grade students were in the lowest quartile in the district as well as at the bottom for our comparison group in Math for approaches, meets and masters. **Root Cause**: Current 4th grade cohort of students have gaps in math proficiency, specifically Category 2, due to having a long-term substitute for math half of the year in 3rd grade and also a third of the year in 2nd grade. Instruction was not at the level needed for student success on STAAR.

Priority 1: Student Success

Goal 2: Students in fourth grade will show growth in the ECR portion of the STAAR writing--decreasing the number of papers scored a "0" from 69% to 30% or less by Writing STAAR.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: Unit Assessments
ECR practice
ELAR DBA

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Throughout the 2025-2026 school year, 4th grade ELA teacher will participate in four or more of the ECR PLC meetings at DPE. The other bi-weekly PLC meetings will focus on curriculum and student progress towards goals. **Action's Expected Result/Impact:** Decrease in the number of ECR responses that receive a score of 0. **Staff Responsible for Monitoring:** Administration Instructional Specialist ELAR teacher **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: By April 2026, 4th grade ELAR teacher will participate in and encourage families to attend a family ELAR night which includes at home strategies to improve writing content. **Action's Expected Result/Impact:** Increase in age appropriate on topic writing samples of students across all grade levels. **Staff Responsible for Monitoring:** Administration Instructional Specialist Classroom Teachers **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 3				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: By the end of 2026, 4th grade students will have completed practice ECRs per the curriculum. Teachers will use the rubric to score the ECRs and meet with the ELAR Instructional Specialist to monitor progress of students and plan for upcoming individual instructional needs. **Action's Expected Result/Impact:** Decrease in number of papers that score a 0 and an increase in the overall all individual student scores on ECR responses. **Staff Responsible for Monitoring:** Administration Instructional Specialist Classroom teachers **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2 Problem Statements:

Student Learning
Problem Statement 2: Third grade students were in the lowest quartile in the district as well as at the bottom for our comparison group in Reading meets and masters. **Root Cause** : Curriculum was not being followed with fidelity.
School Processes & Programs
Problem Statement 3: Scores have declined or are stagnant in 3rd grade on the writing portion of the ELAR STAAR for the past two years. **Root Cause**: There was no consistent writing program that was aligned school wide to support student ECR writing.

Priority 1: Student Success

Goal 3: First grade students will score 73% or higher on the EOY DIBELS assessment.

Quality Indicator: Student Success: Early Literacy and Numeracy

District Goal Alignment: All Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English and/or Spanish.

Evaluation Data Sources: Progress monitoring
DIBELS BOY, MOY and EOY

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: 100% of first grade teachers will implement the new phonics curriculum with fidelity. **Action's Expected Result/Impact:** Increase individual student scores in phonetics as measured by the DIBELS assessment. **Staff Responsible for Monitoring:** Administration Instructional Specialist Classroom teachers **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: By April 2026, first grade teachers will participate in and encourage families to attend a family ELAR night which includes at home strategies to improve phonetic awareness. **Action's Expected Result/Impact:** Increase in student DIBELS scores **Staff Responsible for Monitoring:** Administration Instructional Specialist Classroom Teachers **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: All first grade teachers will participate in regularly scheduled PLC meetings bi weekly where phonemic awareness and progress will be discussed at a minimum of 1 meeting per month. **Action's Expected Result/Impact:** Increased student scores on DIBELS **Staff Responsible for Monitoring:** Administration Instructional Specialist Classroom Teachers **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 4: 1st and 2nd grade dibels all scores are below district average. **Root Cause**: Students struggle with the time element in completing the assessment components.

Priority 1: Student Success

Goal 4: 100% of classroom teachers will receive their annual 6 hour G/T update by March of 2026.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will Meet or Exceed Expected Progress in Reading Language Arts (RLA) and Mathematics as reported on the Texas Academic Performance Report (TAPR).

Evaluation Data Sources: District PD reports

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Monthly, staff will be provided with a list of district opportunities and reminders to fulfill the expectation of participating in a minimum of 6 G/T hour updates by March 2026. **Action's Expected Result/Impact:** All classroom teachers will have completed the update no later than March of 2026 **Staff Responsible for Monitoring:** Administration G/T teacher **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 3				

No Progress Accomplished Continue/Modify Discontinue

Goal 4 Problem Statements:

Demographics
Problem Statement 3: Teachers need to complete their 6 hour annual update for G/T per state requirements. **Root Cause**: Teachers often forget to complete the hours until the last minute.

Priority 2: Employee Success

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

HEB Independent School District

Harrison Lane Elementary

2025-2026 Priorities/Goals/Key Actions



Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Vision

Empowering Today to Excel Tomorrow

Value Statement

♦ Intentional: HEB ISD makes purposeful and strategic decisions.

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District Priorities

Student Success

Employee Success

Safety and Well-being

Effectiveness and Efficiency

Family and Community Partnership

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Priorities

Priority 1: Student Success

Goal 1: The 5th grade ELAR teacher will intentionally embed structured academic conversations into reading lessons to help students analyze text and cite relevant textual evidence. By the end of the 2025-2026 school year, the percentage of 5th grade students meeting their projected MAP growth will increase from 35% to 50%.

Quality Indicator: Student Success: Federal Accountability

District Goal Alignment: All students will Meet or Exceed Expected Progress in Reading as reported on the Texas Academic Performance Report.

Evaluation Data Sources: MAP Scores
Data Tracking
Unit Tests
Student work samples

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: The ELAR teacher will incorporate at least two structured conversation opportunities per week within reading lessons. This will be monitored during walkthroughs. **Action's Expected Result/Impact:** Increase in reading growth scores on Reading STAAR **Staff Responsible for Monitoring:** Campus Administration Reading Instructional Specialist Language Acquisition Coach 5th Grade ELAR Teacher Advanced Academics Teacher **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: The ELAR teacher will participate in bi-weekly PLC meetings (including Planning PLC and Student Work PLC meetings). Teachers will collect student work samples and reflect on the quality of text-based discussions during PLCs. **Action's Expected Result/Impact:** Increase in Reading growth scores on Reading STAAR **Staff Responsible for Monitoring:** ELAR Teacher Campus Administration Language Acquisition Coach Reading Instructional Specialist **Title I:** 2.51, 2.534 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: The ELAR teacher will provide feedback to students during independent practice daily. This will be monitored during walkthroughs. **Action's Expected Result/Impact:** Increase in Reading growth scores on Reading STAAR **Staff Responsible for Monitoring:** ELAR Teacher Campus Administration Language Acquisition Coach Reading Instructional Specialist **Title I:** 2.51, 2.533 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: Third through sixth grade teachers will host a Family Academic Night in January 2026 to share reading strategies and activities that families can use at home with their students. **Action's Expected Result/Impact:** Increase in Reading growth scores on Reading STAAR **Staff Responsible for Monitoring:** Grade level teachers Instructional Specialists Campus Administration Language Acquisition Coach **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: 51% of current 5th grade students showed growth from 2024 to 2025 ELAR STAAR. **Root Cause**: Students were not provided enough class time to engage in meaningful discussions. Because of this, they are struggling with tasks that ask them to analyze text and use relevant evidence.

Priority 1: Student Success

Goal 2: 100% of third grade students will receive explicit instruction daily with word study in order to increase reading comprehension as measured by at least 60% of students meeting their projected growth goal on Reading MAP.

Quality Indicator: Student Success: Federal Accountability

District Goal Alignment: All students will Meet or Exceed Expected Progress in Reading as reported on the Texas Academic Performance Report.

Evaluation Data Sources: MAP Scores
Data Tracking
Progress Monitoring through student work samples
Unit Tests

HB3 Priority

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: The third grade ELAR teacher will conduct daily small group reading instruction with a focus on word study based on needs targeted from BOY and MOY data. **Action's Expected Result/Impact:** Increase of reading comprehension and reading growth **Staff Responsible for Monitoring:** ELAR Teacher Campus Administration Reading Instructional Specialist Language Acquisition Coach **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: 100% of 3rd grade teachers will participate in bi-weekly PLC meetings. **Action's Expected Result/Impact:** Increase of reading comprehension and reading growth **Staff Responsible for Monitoring:** ELAR Teacher Campus Administration Reading Instructional Specialist Language Acquisition Coach **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: Third through sixth grade teachers will host an Academic Night in January 2026 to share reading practice that families can use at home with their students. **Action's Expected Result/Impact:** Increase in reading growth and comprehension **Staff Responsible for Monitoring:** Grade Level Teachers Instructional Specialists Language Acquisition Coach Campus Administration **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Student Learning

Problem Statement 2: 52% of current 3rd grade students showed proficiency in DIBELS in 2025. **Root Cause**: Students struggled with fluency/accuracy and need explicit small group instruction.

Priority 1: Student Success

Goal 3: 100% of fourth grade Gifted and Talented students will receive extensions and enrichment during daily math lessons in order to increase math skills as measured by at least 50% of GT students achieving Masters on Math STAAR.

Quality Indicator: Student Success: Federal Accountability

District Goal Alignment: All students will Meet or Exceed Expected Progress in Math as reported on the Texas Academic Performance Report.

Evaluation Data Sources: Unit Tests
MAP Scores
STAAR Scores
Student work samples

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Third through sixth grade teachers will host an Academic Night in November 2025 to share math practice that families can use at home with their students. **Action's Expected Result/Impact:** Increase of GT students achieving Masters in Math STAAR **Staff Responsible for Monitoring:** Grade Level Teachers Instructional Specialists Language Acquisition Coach Campus Administration Advanced Academics Teacher **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 5				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: 100% of 4th grade teachers will participate in bi-weekly PLC meetings. **Action's Expected Result/Impact:** Increase of GT students achieving Masters in Math STAAR **Staff Responsible for Monitoring:** 4th Grade Math Teacher Math Instructional Specialist Language Acquisition Coach Campus Administration Advanced Academics Teacher **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 5				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 5: 40% of GT students in 4th grade achieved Masters on 2025 Math STAAR. **Root Cause**: Classroom instruction is geared more toward "meets" level mastery, not consistently pushing GT students to apply higher-order thinking and problem-solving.

Priority 1: Student Success

Goal 4: 100% of fifth grade students will participate in engaging in hands-on rich investigations at least twice weekly while building academic vocabulary as measured by at least 50% of students showing growth from Unit 1 Test to Unit 5.

Quality Indicator: Student Success: Federal Accountability

District Goal Alignment: All students will Meet or Exceed Expected Progress in Science as reported on the Texas Academic Performance Report.

Evaluation Data Sources: Unit Tests
Science DBA
Student work samples

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: 100% of 5th grade teachers will participate in bi-weekly PLC meetings. **Action's Expected Result/Impact:** Increase in Science Approaches scores in Science STAAR **Staff Responsible for Monitoring:** 5th Grade Science Teacher Instructional Specialists Language Acquisition Coach Campus Administration **Title I:** 2.51, 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

No Progress Accomplished Continue/Modify Discontinue

Goal 4 Problem Statements:

Student Learning
Problem Statement 3: 44% of 5th grade students achieved Approaches on 2025 Science STAAR. **Root Cause**: Lack of foundational science knowledge.

Priority 2: Employee Success

Priority 3: Safety and Well-being

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

HEB Independent School District

Hurst Hills Elementary

2025-2026 Priorities/Goals/Key Actions



Mission Statement

The mission of the Hurst-Euless-Bedford Independent School District is to prive high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Vision

HEB - Empowering Today to Excel Tomorrow

Value Statement

♦ Intentional: HEB ISD makes purposeful and strategic decisions.

♦ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.

♦ Learner-centered: HEB ISD prioritizes learning for students, staff, and families.

♦ Responsible: HEB ISD fulfills its ethical and social obligations with integrity.

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District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Priorities

Priority 1: Student Success

Goal 1: By the end of the 2025-2026 school year, the 5th grade math teacher will demonstrate effectiveness in differentiated instruction and individual targeted support as measured by 70% of 5th grade math students showing measurable growth on the 2026 Math STAAR assessment.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will Meet or Exceed Expected Progress in Reading Language Arts (RLA) and Mathematics as reported on the Texas Academic Performance Report (TAPR).

Evaluation Data Sources: Formative Feedback and Small Group Observation Data, School City Data (Unit Tests, MAP, and DBA) and STAAR Assessments

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: The campus leadership team will work with the 5th grade math teacher to develop and implement lesson plans during biweekly LTEP planning sessions that include differentiated tasks (leveled practice, choice activities, extension opportunities) as measured by School City data, unit assessments, and formative feedback checks to group students for targeted instruction. **Action's Expected Result/Impact:** Student Growth **Staff Responsible for Monitoring:** 5th Grade Math Teacher, Instructional Specialists, Campus Administrators **Problem Statements:** Student Learning 1				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: The 5th grade math teacher will conduct small-group targeted math instruction at least three times per week beginning September 2025 focusing on identified gaps and maintain documentation of group membership, instructional strategies used, and evidence of progress through student work samples. **Action's Expected Result/Impact:** Student Growth **Staff Responsible for Monitoring:** 5th Grade Math Teacher, Instructional Specialists, Campus Administrators **Problem Statements:** Demographics 1 - Student Learning 1, 3				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: The campus leadership team will conduct monthly walkthrough observations during formative feedback and small group sessions to provide targeted feedback utilizing the "look for" checklists created during our LTEP planning sessions for the teacher. **Action's Expected Result/Impact:** Student Growth **Staff Responsible for Monitoring:** 5th Grade Math Teacher, Instructional Specialists, Campus Administrators **Problem Statements:** Student Learning 1				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: Hurst Hills Elementary will host a family engagement event on March 26, 2026 to provide ideas and resources for families to work with students at home to support math skills. **Action's Expected Result/Impact:** Families to feel more comfortable working on math in the home environment. **Staff Responsible for Monitoring:** Math PLC Team, Instructional Specialist, Title I Facilitator, Campus Secretary, Campus Administration				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Demographics
Problem Statement 1: Overall math growth points demonstrated a 50 point growth score for students identified in the demographic area of 2 or more races. **Root Cause**: Growth points were monitored and addressed holistically for grade leves 3-6 and not specifically targeted individual student demographic groups.

Student Learning
Problem Statement 1: Fifth grade students demonstrated limited academic growth on the 2025 Math STAAR assessment, achieving only 60% growth compared to the minimum of 80% growth observed in grades four and six. **Root Cause**: Due to the lack of differentiated instructional practices, such as targeted small group support and rigorous STAAR aligned enrichment activities, that both remediate gaps and extend learning, 12 on-level students demonstrated regression from the 2024 math STAAR assessment to the 2025 math STAAR Assessment.
Problem Statement 3: Overall math growth points demonstrated a 50 point growth score for students identified in the demographic area of 2 or more races. **Root Cause**: Growth points were monitored and addressed holistically for grade leves 3-6 and not specifically targeted individual student demographic groups.

Priority 1: Student Success

Goal 2: By the end of the 2025-2026 school year, the percentage of kindergarten students meeting the DIBELS end-of-year benchmark will increase from 58% to at least 70% by providing daily, explicit phonemic awareness instruction and targeted small-group interventions with a focus on accurately identifying beginning, middle, and ending sounds in words.

Quality Indicator: Student Success: Early Literacy and Numeracy

District Goal Alignment: All Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English and/or Spanish.

Evaluation Data Sources: BOY, MOY, EOY DIBELS Assessment and Progress Monitoring Documentation

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By September 2025, all kindergarten teachers will align phonics routines and practices through LTEP planning, district instructional planning sessions, and vertical PLCs as measured by monitored lesson plan reviews, PLC agendas to ensure common phonics language, cues, and instructional expectations are in place across classrooms and observation feedback documentation. **Action's Expected Result/Impact:** Increase sound fluency **Staff Responsible for Monitoring:** Kindergarten Teachers, Instructional Specialists, Campus Administration **Problem Statements:** Student Learning 2				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Beginning August 2025 and continuing daily, all kindergarten classrooms will provide a minimum of 40 minutes of explicit phonics instruction utilizing multisensory tools (hand motions, writing, auditory drills, sound cards, visuals, and consistent phonics language). Instruction will include spiral review with decodables, with lesson implementation monitored through classroom walkthroughs and instructional observations. **Action's Expected Result/Impact:** Increase of sound fluency **Staff Responsible for Monitoring:** Kindergarten Teachers, Instructional Specialists, and Campus Administration **Problem Statements:** Student Learning 2				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: By October 2025 and ongoing throughout the school year, teachers will implement targeted interventions and flexible small groups based on current student needs, focusing on building word attack skills that will be monitored during phonics lessons, and centers as measured by BOOST progress, progress monitoring documentation, and DIBELS progress. **Action's Expected Result/Impact:** Increase EOY PSF fluency score **Staff Responsible for Monitoring:** Kindergarten Teachers, Instructional Specialists, and Campus Administrators **Problem Statements:** Student Learning 2				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: Hurst Hills Elementary will host a family engagement event on October 28, 2025 to provide ideas and resources for families to work with students at home to support early literacy skills. **Action's Expected Result/Impact:** Families to feel more comfortable working on math in the home environment. **Staff Responsible for Monitoring:** PK-2nd Grade PLC Team, Instructional Specialist, Title I Facilitator, Campus Secretary, Campus Administration **Title I:** 2.52				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Student Learning
Problem Statement 2: 58% of kindergarten students met benchmark goal for end of year 2025 DIBELS assessment. **Root Cause**: 38% of kindergarten students achieved benchmark on phonemic segmentation fluency due to the limited ability to correctly sound out beginning, middle, and ending sounds of words.

Priority 1: Student Success

Goal 3: By the end of the 2025-2026 school year, the overall math growth score for students identified as 2 or more races will increase from 50 to 70 as measured by the 2026 Math STAAR assessment.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will Meet or Exceed Expected Progress in Reading Language Arts (RLA) and Mathematics as reported on the Texas Academic Performance Report (TAPR).

Evaluation Data Sources: Formative Feedback and Small Group Observation Data, School City Data (Unit Tests, MAP, and DBA) and STAAR Assessments

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By October 2025, grade 3-6 teachers and campus leadership will disaggregate math growth data by demographic subgroups, with an emphasis on students identified as 2 or more races, and will review this data every six weeks in PLC meetings. Progress will be documented in bimonthly LTEP planning sessions and used to adjust instructional plans and interventions. **Action's Expected Result/Impact:** Increased growth points for students identified with 2 or more races. **Staff Responsible for Monitoring:** Grade level teachers, Instructional Specialists, and Campus Administrators **Title I:** 2.51 **- Targeted Support Key Action - Additional Targeted Support Key Action** **Problem Statements:** Demographics 1 - Student Learning 3				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Grade 3-6 teachers will implement weekly targeted small-group math interventions for students identified as 2 or more races. Intervention plans will be tracked using campus progress monitoring tools, and student progress will be reviewed every six weeks to ensure instructional adjustments are made based on student need. **Action's Expected Result/Impact:** Increase growth points for students identified as 2 or more races **Staff Responsible for Monitoring:** Grade level teachers, Instructional Specialists, and Campus Administrators **Problem Statements:** Demographics 1 - Student Learning 3				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Demographics
Problem Statement 1: Overall math growth points demonstrated a 50 point growth score for students identified in the demographic area of 2 or more races. **Root Cause**: Growth points were monitored and addressed holistically for grade leves 3-6 and not specifically targeted individual student demographic groups.
Student Learning
Problem Statement 3: Overall math growth points demonstrated a 50 point growth score for students identified in the demographic area of 2 or more races. **Root Cause**: Growth points were monitored and addressed holistically for grade leves 3-6 and not specifically targeted individual student demographic groups.

Priority 1: Student Success

Goal 4: By the end of the 2025-2026 school year, the Gifted and Talented teacher will have completed all identification criteria as outlined by the Advanced Academics timeline, ensuring that identified students receive their required weekly minutes of services, as measured by biweekly check-ins with campus administration.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: 90% or more of the performance measures in the Texas State Plan for the Education of Gifted/Talented Students will meet the accountability standard.

Evaluation Data Sources: Monthly check in documentation of progress and committe identification minutes

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By October 2025, the leadership team will work with the GT teacher to review and submit verification to district administration that all fall identification requirements have been screened according to the Advanced Academics timeline, ensuring timely placement for services. **Action's Expected Result/Impact:** 100% in compliance with identification deadlines and service requirements **Staff Responsible for Monitoring:** Advanced Academics Teacher, District Advanced Academics Coordinator, Campus Adminstration **Problem Statements:** School Processes & Programs 1				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: By September 2025, campus leadership will begin holding monthly meetings with the Advanced Academics teacher to review upcoming identification tasks, monitor progress toward deadlines, and ensure compliance with Advanced Academics identification guidelines throughout the 2025-2026 school year. **Action's Expected Result/Impact:** 100% in compliance with identification deadlines and service requirements **Staff Responsible for Monitoring:** Advanced Academics Teacher, District Advanced Academics Coordinator, Campus Administration				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4 Problem Statements:

School Processes & Programs

Problem Statement 1: At the end of the 2024-2025 school year, not all eligible gifted and talented students were identified or serviced as required. **Root Cause**: Due to a lack of teacher organization and insufficient implementation of key processes outlined in the Advanced Academics timeline, all eligible gifted and talented students were not identified and did not receive required services by the end of the 2024-2025 school year.

Priority 2: Employee Success

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

HEB Independent School District

Lakewood Elementary

2025-2026 Priorities/Goals/Key Actions



Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Vision

Empowering Today to Excel Tomorrow

Value Statement

Core Values:

♦ Intentional: HEB ISD makes purposeful and strategic decisions.

♦ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.

♦ Learner-centered: HEB ISD prioritizes learning for students, staff, and families.

♦ Responsible: HEB ISD fulfills its ethical and social obligations with integrity.

♦ Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Priorities

Priority 1: Student Success

Goal 1: By May 2026, the percentage of 4th grade students at Lakewood Elementary scoring Meets or above on high-leverage TEKS in Reporting Category 2: Operations and Algebraic Reasoning and Reporting Category 3: Numbers and Operations will increase from 47% in 2025 to at least 60%, as measured by campus benchmarks and the STAAR Math assessment.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: STAAR results: Approaches-Meets-Masters
STAAR Growth Percentage
Unit Assessments (District)
Exit Tickets (Teacher)
LWE Data Hub Tracker

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: During bi-weekly PLCs, the 4th grade team and instructional leadership team will plan Tier 1 and Tier 2 instruction focused on high-leverage TEKS, rigorous independent practice and exit tickets, and targeted interventions as measured by bi-weekly PLC agendas. **Action's Expected Result/Impact:** Direct instruction will be streamlined and rigorous to ensure students get the most out of the lesson. **Staff Responsible for Monitoring:** Classroom teachers, IS, LAC, Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Provide targeted Tier 2 intervention support Tuesday-Thursday with an interventionist, using MAP data, the learning continuum, and unit assessments to guide instruction, as documented in intervention schedules and progress monitoring. **Action's Expected Result/Impact:** Students in Tier 2 will demonstrate growth on MOY MAP compared to BOY results **Staff Responsible for Monitoring:** Classroom teachers, IS, LAC, Administration, Interventionists **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: By the end of October, Lakewood will host a Math Parent Engagement Night to equip families with strategies that mirror classroom instruction and support vertical alignment of math practices across all grade levels. **Action's Expected Result/Impact:** Families will gain tools to support math learning at home, reinforcing vertical alignment and student success **Staff Responsible for Monitoring:** Math Goal Team, Administration, IS, LAC, Secretary **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: Teachers will track student performance on priority TEKS in the Lakewood Data Hub after each unit assessment and make documented adjustments to instruction based on results, as evidenced by Data Hub entries and PLC agendas **Action's Expected Result/Impact:** Students will show increased mastery of targeted TEKS on benchmarks and STAAR as a result of instructional adjustments **Staff Responsible for Monitoring:** Classroom teachers, IS, LAC, Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority 1: Student Success

Goal 2: By May 2026, Lakewood Elementary will reduce the percentage of 4th grade students scoring 0-2 on Extended Constructed Responses (ECRs) from 56% in 2025 to 35% or lower, and increase the percentage scoring a 3-5 from 11% to at least 35%, as measured by campus benchmarks and the STAAR Reading assessment

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: PLC Agenda and Minutes
STAAR results: Approaches-Meets-Masters
STAAR Growth Percentage
ECR Analysis (Teacher)
LWE Data Hub Tracker

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Meet bi-weekly as a PLC to analyze ECR student work, align instruction, and calibrate scoring with STAAR rubrics and exemplars, using PLC agendas/minutes and ECR scoring artifacts as evidence of implementation. **Action's Expected Result/Impact:** Teachers will deliver consistent, aligned instruction on ECRs and apply STAAR-calibrated scoring practices. This ensures reliability in feedback and a common standard of rigor across classrooms. **Staff Responsible for Monitoring:** 4th Teachers, Administration, IS, LAC **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: After each ECR analysis, identify students scoring 0-2 and provide weekly small-group reteach sessions focused on text evidence, organization, and clarity, as documented in lesson plans and intervention logs **Action's Expected Result/Impact:** Students scoring 0-2 will demonstrate measurable growth on the next ECR assessment **Staff Responsible for Monitoring:** Classroom Teachers, Interventionists, IS, LAC, Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: By March 2026, Lakewood will host a Family Reading Night with a shared book and a modeled STAAR ECR writing activity, as documented by event agendas and participation records. **Action's Expected Result/Impact:** Families will gain strategies to support student writing at home. **Staff Responsible for Monitoring:** Reading Goal Team, IS, LAC, Secretary, Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: Beginning in September 2025, teachers will embed weekly grammar instruction into reading lessons by modeling correct usage in constructed responses and providing sentence stems and scaffolds, as evidenced in lesson plans and student writing samples. **Action's Expected Result/Impact:** Students will demonstrate improved grammar and sentence structure in ECRs, leading to more students scoring 3-5 **Staff Responsible for Monitoring:** Classroom Teachers, IS, LAC, Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority 1: Student Success

Goal 3: By May 2026, Lakewood Elementary will increase the percentage of Grade 3 and Grade 6 English Learners making at least one proficiency level of growth on TELPAS as compared to 2025 results. Growth will be measured through TELPAS composite scores, interim campus writing samples, and speaking/ listening checkpoints with the LAC.
3rd Grade: Reduce students showing no growth from 67% (2025) to 50% or lower.
6th Grade: Reduce students showing no growth from 75% (2025) to 55% or lower.

Quality Indicator: Student Success: Federal Accountability

District Goal Alignment: 90% or more of Bilingual/English as a Second Language (ESL) Results-Driven Accountability (RDA) indicators will receive a rating no greater than 1.

Evaluation Data Sources: RDA Report
Progress Reports from LAC

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By May 2026, teachers will implement daily academic vocabulary routines (including word walls, sentence stems, and context-based practice) in their content area, with evidence documented in lesson plans and student work samples reviewed during PLCs. **Action's Expected Result/Impact:** Students will build stronger academic vocabulary and demonstrate increased use of content-specific language in speaking and writing tasks. **Staff Responsible for Monitoring:** 3rd and 6th Grade Teachers, LAC, IS, Principal/Asst Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: By April 2026, Lakewood will host a Family Engagement Night celebrating student cultures and languages with activities aligned to TELPAS domains, as documented by event agendas and participation records. **Action's Expected Result/Impact:** Students will practice academic discourse in real-world settings, and families will learn how to support TELPAS growth at home **Staff Responsible for Monitoring:** The entire Science/Social Studies/Electives Goal Team, LAC, principal/assistant principal, IS, counselor **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: By May 2026, interventionists, the LAC, and teachers will provide Tier 2 and Tier 3 supports focused on oral language development and writing fluency for students not showing progress, as documented in intervention schedules, progress monitoring logs, and student work samples. **Action's Expected Result/Impact:** Students receiving Tier 2/3 supports will demonstrate measurable growth on TELPAS speaking and writing domains **Staff Responsible for Monitoring:** 3rd and 6th Grade Teachers, LAC, IS, Principal/Asst Principal, interventionists **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: By May 2026, teachers will implement daily speaking protocols (QSSSA, Socratic discussion, and sentence frames) to provide structured opportunities for students to practice academic language, as evidenced by lesson plans, classroom walk-throughs, and PLC discussions. **Action's Expected Result/Impact:** Students will demonstrate increased oral language fluency and accuracy on TELPAS speaking and listening domains **Staff Responsible for Monitoring:** 3rd and 6th Grade Teachers, LAC, IS, Principal/Asst Principal, interventionists **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority 2: Employee Success

Goal 1: By May 2026, 100% of Lakewood Elementary teachers assigned to GT instruction will be in compliance with state requirements by completing the 30-hour GT Core training and/or the 6-hour annual GT update, as measured by district training records.

Quality Indicator: Employee Success: Employee Engagement and Retention

District Goal Alignment: The District will develop and implement a District Professional Development Plan to ensure ongoing and meaningful training and growth opportunities are consistently provided to 100% of employees.

Evaluation Data Sources: Certificates of completion
Strive portfolios

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By May 2026, the QUEST (GT) teacher will send reminders, share resources, and track completion of GT training hours in collaboration with campus administration, as documented by communication logs and district training records. **Action's Expected Result/Impact:** 100% of teachers required to complete GT training will finish by the deadline **Staff Responsible for Monitoring:** QUEST Teacher and AP **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: By May 2026, the QUEST (GT) teacher and campus administration will provide reminders, resources, and check-ins to support teachers completing the 30-hour GT Core training and 6-hour update, and will track completion through district training records. **Action's Expected Result/Impact:** 100% of teachers required to complete GT training will finish by the May 2026 deadline **Staff Responsible for Monitoring:** QUEST Teacher and AP **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority 3: Safety and Wellbeing

Goal 1: By May 2026, Lakewood Elementary will reduce discipline referrals related to student conflict by 15% compared to 2024-2025 levels, as measured by campus discipline records.

Quality Indicator: Safety and Wellbeing: Wellbeing for AII Students and Staff

District Goal Alignment: All students and staff will have access to ongoing preventative measures and interventions to support their physical, mental, and emotional wellbeing when necessary

Evaluation Data Sources: Discipline Records
SEL Lesson Hub Use
Staff Surveys

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By August 2026, Lakewood will implement a campuswide SEL block where teachers deliver a weekly lesson on conflict resolution, empathy, and communication skills, as documented in the SEL Lesson Hub Website. **Action's Expected Result/Impact:** Students will demonstrate improved conflict resolution and social skills, resulting in fewer discipline referrals **Staff Responsible for Monitoring:** All teachers, behavior assistant, administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: By December 2026, Lakewood will establish a campuswide system to recognize positive peer interactions through Character Trait Nominations, CHAMPS Awards, and Eagle Effort recognitions, as documented by award records and campus announcements. **Action's Expected Result/Impact:** Students will increase positive peer interactions, contributing to fewer conflict-related discipline referrals **Staff Responsible for Monitoring:** All teachers & behavior assistant **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

HEB Independent School District

Meadow Creek Elementary

2025-2026 Priorities/Goals/Key Actions



Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Vision

Empowering Today to Excel Tomorrow

Value Statement

Core Values

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District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Priorities

Priority 1: Student Success

Goal 1: Meadow Creek Elementary will raise its Domain III (Closing the Gaps) score to 84% on the 2026 STAAR through Priority PLCs and the systematic monitoring of High Focus student growth goals.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: The District will create a safe, healthy, and nurturing learning environment that promotes sustained growth for all students.

Evaluation Data Sources: Short Cycle Assessments, Unit Tests, MAP, DBA 1 and STAAR

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Beginning September 2025, teachers will plan exemplars and engagement strategies in Priority PLCs, with leaders monitoring implementation every three weeks through observations and feedback. **Action's Expected Result/Impact:** Increased Student Growth **Staff Responsible for Monitoring:** Grades 3 and 5 ELAR Teachers, Grades 3 and 4 Math Teachers, Math and Reading Instructional Resource Teachers, Language Acquisition Coach, Teacher Instructional Coach, Assistant Principal, and Principal **Problem Statements:** Student Learning 1				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: By October 2025, teachers will meet in Data Analysis PLCs every three weeks to analyze student data and plan targeted reteach aligned to readiness standards. **Action's Expected Result/Impact:** Increased Student Growth **Staff Responsible for Monitoring:** Grades 3 and 5 ELAR Teachers, Grades 3 and 4 Math Teachers, Math and Reading Instructional Resource Teachers, Language Acquisition Coach, Teacher Instructional Coach, Assistant Principal, and Principal **Problem Statements:** Student Learning 1				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: By October 2025, Data Analysis Priority PLCs will meet every three weeks to review High Focus student work, adjust instruction with targeted interventions, and use IR teacher feedback. **Action's Expected Result/Impact:** Increased Student Growth **Staff Responsible for Monitoring:** Grades 3 and 5 ELAR Teachers, Grades 3 and 4 Math Teachers, Math and Reading Instructional Resource Teachers, Language Acquisition Coach, Teacher Instructional Coach, Assistant Principal, and Principal **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: While Meadow Creek improved its overall accountability score from 87% to 89% in 2025, the campus did not earn an "A" rating. **Root Cause**: Meadow Creek scored 81% in Domain III: Closing the Gaps because instruction, interventions, and PLC monitoring were not consistently tailored to High Focus and SPED students--particularly the 39 SPED students who lacked targeted strategies and intentional collaboration with IR teachers--resulting in 121 of 505 students not meeting annual growth in Math or Reading.

Priority 1: Student Success

Goal 2: By May 2026, Meadow Creek will increase the percentage of students meeting growth in Domain III: Closing the Gaps from 81% to at least 84% by implementing the Instructional Resource Bridge, reducing group sizes for targeted intervention, and providing FACI teachers with mentoring and consultation support aligned to Instructional Resource practices.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: The District will create a safe, healthy, and nurturing learning environment that promotes sustained growth for all students.

Evaluation Data Sources: Short Cycle Assessments, Unit Tests, MAP, DBA 1 and STAAR

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By mid-September 2025, campus leaders will establish one Instructional Resource Bridge room to restructure FACI groups and reduce IR class size. **Action's Expected Result/Impact:** Increased Student Growth **Staff Responsible for Monitoring:** Assistant Principal, Principal, and Instructional Resource Bridge Teacher **Problem Statements:** Student Learning 2				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: By October 2025, the Instructional Resource Bridge teacher will be paired with an Instructional Resource mentor and attend Friday IR trainings. **Action's Expected Result/Impact:** Increased Student Growth **Staff Responsible for Monitoring:** Instructional Resource Bridge Teacher, Reading Instructional Resource Teacher, Language Acquisition Coach, Teacher Instructional Coach, Assistant Principal, and Principal **Problem Statements:** Student Learning 2				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: By October 2025, the Instructional Resource Bridge teacher will attend Data Analysis Priority PLCs every three weeks to analyze student work and provide feedback to support instructional adjustments. **Action's Expected Result/Impact:** Increase Student Growth **Staff Responsible for Monitoring:** Instructional Resource Bridge teacher, Teacher Instructional Coach, Assistant Principal, and Principal **Problem Statements:** Student Learning 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2 Problem Statements:

Student Learning
Problem Statement 2: While Meadow Creek improved its accountability score from 87% to 89% in 2025, the campus did not earn an "A" rating due to gaps in growth among High Focus and SPED students. **Root Cause**: Oversized Instructional Resource groups that included FACI students reduced the effectiveness of targeted instruction, limiting growth for both FACI and IR students and contributing to Meadow Creek not earning an "A" rating despite overall score gains.

Priority 1: Student Success

Goal 3: By May 2026, all Meadow Creek teachers will complete required GT training hours, verified through professional development attendance records and completion certificates, to strengthen differentiation practices and improve growth in Closing the Gaps.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: The District will create a safe, healthy, and nurturing learning environment that promotes sustained growth for all students.

Evaluation Data Sources: Professional Development Attendance Records and Completion Certificates

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By September 2025, campus leaders will identify teachers without 30 GT hours, provide training options, and monitor progress toward completion monthly. **Action's Expected Result/Impact:** Increased Student Growth **Staff Responsible for Monitoring:** Coordinator of Advanced Academics and Principal **Problem Statements:** Student Learning 3				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Beginning October 2025, the GT teacher will share a monthly differentiation strategy in the staff newsletter to support classroom practice for advanced learners. **Action's Expected Result/Impact:** Increased Student Growth **Staff Responsible for Monitoring:** GT Teacher and Principal **Problem Statements:** Student Learning 2				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: By November 2025, campus leaders will begin an observation-feedback cycle focused on identifying evidence of differentiation for advanced learners and providing targeted coaching. **Action's Expected Result/Impact:** Increased Student Growth **Staff Responsible for Monitoring:** Teachers, Language Acquisition Coach, Teacher Instructional Coach, Assistant Principal, and Principal **Problem Statements:** Student Learning 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 2: While Meadow Creek improved its accountability score from 87% to 89% in 2025, the campus did not earn an "A" rating due to gaps in growth among High Focus and SPED students. **Root Cause**: Oversized Instructional Resource groups that included FACI students reduced the effectiveness of targeted instruction, limiting growth for both FACI and IR students and contributing to Meadow Creek not earning an "A" rating despite overall score gains.
Problem Statement 3: Meadow Creek has not consistently closed achievement gaps for advanced learners because incomplete GT training limited teachers' ability to provide meaningful differentiation, reducing student growth and impacting Closing the Gaps performance. **Root Cause**: Incomplete GT training limits teacher capacity to design meaningful extensions, acceleration, and depth of complexity, which reduces growth for gifted learners.

Priority 2: Employee Success

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

HEB Independent School District

Midway Park Elementary

2025-2026 Priorities/Goals/Key Actions



Mission Statement

DISTRICT MISSION STATEMENT

The mission of the Hurst-Euless-Beford Independent School District is to provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

CAMPUS MISSION STATEMENT

The mission of Midway Park Elementary is to foster excellence by providing quality instruction, a safe enviroment, and a caring community, so that all students can be empowered today to excel tomorrow.

Vision

Vision Statement

Parrots show respect, integrity and dedication everyday and in every way! Parrot Pride!

Value Statement

- Intentional: HEB ISD makes purposeful and strategic decisions.
- Respectful: HEB ISD recognizes value in everyone and their unique perspectives.
- Learner-centered: HEB ISD prioritizes learning for students, staff, and families.
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District Priorities

Student Success

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Priorities

Priority 1: Student Success

Goal 1: MPE 4th Grade Math Teachers will adhere to the district curriculum and pacing, as measured by at least 48% of 4th grade students achieving Meets Expectations or higher on the 2026 Math STAAR.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or Higher on STAAR

Evaluation Data Sources: Formative Feedback Data, DBA, CFAs, and data trackers

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: The IS will plan with teachers bi-weekly (on the off LTEP weeks) to review the district curriculum and plan for weekly instruction as measured by meeting agendas and lesson plans. **Action's Expected Result/Impact:** Students achieve Meets Grade Level or higher on STAAR **Staff Responsible for Monitoring:** 4th grade math teachers and Instructional Specialists **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Bi-weekly LTEP collaboration will analyze student data to drive small group instruction as measured by formal and informal walkthroughs. **Action's Expected Result/Impact:** Students will achieve Meets Expectations or higher on STAAR. **Staff Responsible for Monitoring:** 4th Grade Math Teachers, Instructional Specialists, Administrators **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: Formative Feedback will be used by the 4th grade math teachers to gain key insights into student learning that can be used to drive small group intervention, as well as provide immediate feedback to students as measured by formal and informal walkthroughs. **Action's Expected Result/Impact:** Students will achieve Meets Grade Level or higher on STAAR **Staff Responsible for Monitoring:** 4th grade math teachers, Instructional Specialists, Administrators **Title I:** 2.51 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: The Campus Leadership Team will monitor progress and fidelity to the curriculum through formal and informal walkthroughs, data meetings, and LTEP meetings. **Action's Expected Result/Impact:** Students will achieve Meets Grade Level or higher on STAAR **Staff Responsible for Monitoring:** Instructional Specialists and Administrators **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Key Action 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 5: Family Engagement Event will be held on November 11 with a focus on foundational TEKS/skills, with strategies provided for parental support at home. **Action's Expected Result/Impact:** Students will achieve Meets Grade Level or higher on STAAR **Staff Responsible for Monitoring:** 4th Grade Teachers, Instructional Specialists, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Priority 1: Student Success

Goal 2: By the end of the 2025-2026 school year the 4th grade ELAR teachers will incorporate at least one evidence-based vocabulary strategy per week during direct instruction, as measured by at least 35% of MPE 4th graders scoring Meets Grade Level or higher on the 2026 ELAR STAAR Assessment.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will Achieve Meets Grade Level or higher on STAAR

Evaluation Data Sources: CFAs, DBAs, and data trackers

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: 4th grade teachers will plan bi-weekly with the IS and LAC to determine which vocabulary strategies will best support the upcoming units, as measured by lesson plans. **Action's Expected Result/Impact:** All students will achieve Meets Grade Level or higher on STAAR **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Language Acquisition Coach, and Administrators **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Beginning on September 22, 2025, campus administration, instructional specialists and the language acquisition coach will meet bi-weekly to review the progress of 4th grade students included in the Hispanic subpopulation, as measured by leadership team agenda and data tracker. **Action's Expected Result/Impact:** All students will achieve Meets Grade Level or higher on STAAR. **Staff Responsible for Monitoring:** Instructional Specialists, Language Acquisition Coach, and Administrators **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: 4th grade teachers will share individual student growth goals with their students, and guide them in tracking their progress on skills in all content areas, as measured by student data trackers. **Action's Expected Result/Impact:** All students will achieve Meets Grade Level or higher on STAAR. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Language Acquisition Coach, and Administrators **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: 4th grade teachers will plan and implement family engagement activities in November that incorporate vocabulary activities that families can practice at home. **Action's Expected Result/Impact:** All students will achieve Meets Grade Level or higher on STAAR. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Language Acquisition Coach, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority 1: Student Success

Goal 3: By the end of the 2025-2026 school year, all first grade teachers will implement at least two evidence-based fluency strategies per week during core instruction, as measured by a 15% increase in the number of students meeting or exceeding Benchmark Standards on the DIBELS Beginning of Year (BOY) to End of Year (EOY).

Quality Indicator: Student Success: Early Literacy and Numeracy

District Goal Alignment: All Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments.

Evaluation Data Sources: Progress monitoring data, DIBELS

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: 100% of 1st grade classrooms will have a designated daily 10 minute fluency practice routine as measured by lesson plans and formal and informal walkthroughs. **Action's Expected Result/Impact:** All Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, and Administrators **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: All first grade teachers will provide intentional and targeted daily intervention to students during small group instruction to aid in student growth. This will be measured by progress monitoring, MOY, and BOY DIBELS. **Action's Expected Result/Impact:** All Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, and Administrators **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: All first grade teachers will participate in bi-weekly LTEP collaboration with the Instructional Specialists to discuss strategies to increase reading fluency and analyze progress monitoring data, as measured by LTEP agenda. **Action's Expected Result/Impact:** All Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, and Administrators **Title I:** 2.51 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: First grade teachers will plan and implement a family engagement activity that will take place in February that incorporates grade level fluency activities that families can practice at home. Teachers will plan for this event in January. **Action's Expected Result/Impact:** All Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, and Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Priority 1: Student Success

Goal 4: By the end of the 25-26 school year, 100% of classroom teachers with identified GT students will implement at least two differentiated instructional strategies per six weeks for their identified Gifted and Talented (GT) students, as documented in lesson plans and confirmed by student work.

Quality Indicator: Student Success: Federal Accountability

District Goal Alignment: 90% or more of the performance measures in the Texas State Plan for the Education of Gifted/Talented students will meet the accountability standard.

Evaluation Data Sources: Lesson plans and work samples

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: 100% of classroom teachers will receive professional development on Gifted and Talented differentiation strategies during campus professional development on the district half days. In addition, expectations and examples of effective differentiated strategies and appropriate documentation will be shared at monthly faculty meetings. This will be measured by PD agendas. **Action's Expected Result/Impact:** Teachers will have a better understanding of differentiated strategies to utilize with identified gifted and talented students. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Specialists, administrators **Title I:** 2.51, 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Every six weeks, administrators and Advanced Academics teacher will review lesson plans, conduct classroom walkthroughs, and collect student work samples to monitor and support effective implementation of Gifted and Talented differentiated strategies. **Action's Expected Result/Impact:** Teachers will implement differentiation strategies with fidelity, which will increase achievement. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Specialists, administrators **Title I:** 2.51, 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Priority 2: Employee Success

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

HEB Independent School District

North Euless Elementary

2025-2026 Priorities/Goals/Key Actions



Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Vision

Empowering Today to Excel Tomorrow

Value Statement

Intentional: HEB ISD makes purposeful and strategic decisions.
Respectful: HEB ISD recognizes value in everyone and their unique perspectives.
Learner-centered: HEB ISD prioritizes learning for students, staff, and families.
Responsible: HEB ISD fulfills its ethical and social obligations with integrity.
Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities

Student Success

Employee Success

Safety Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Priorities

Priority 1: Student Success

Goal 1: All third grade reading teachers will provide daily explicit writing instruction and guided practice to develop writing proficiency for students. By the end of the 2025-2026 school year, 70% of third grade students will score a minimum of 4/10 on an extended constructed response as measured by the DBA.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on STAAR.

Evaluation Data Sources: Progress monitoring data, teacher data trackers

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: 100% of third grade reading teachers will utilize curriculum short cycle assessments (SCA), Unit Tests, and DBA to progress monitor according to the district progress monitoring calendar. **Action's Expected Result/Impact:** Students achieve Meets grade level on STAAR. **Staff Responsible for Monitoring:** 3rd Grade Teachers, Instructional Specialists **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2 **Funding Sources:** 1. Staff: Inst Specialist & Assistant - 211 - Title I, Part A				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: 100% of third grade teachers will implement a tiered approach to reading and writing instruction to include daily differentiated small groups and after school tutorials one day a week in the Fall Semester and two days a week in the Spring Semester. **Action's Expected Result/Impact:** Students achieve Meets grade level on STAAR. **Staff Responsible for Monitoring:** 3rd grade teachers, Instructional Specialists **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** 1. Staff: Inst Specialist & Assistant - 211 - Title I, Part A				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: 100% of third grade ELA teachers will participate in bi-monthly LTEP planning sessions to discuss strategies to increase reading fluency, comprehension and writing proficiency as well as analyze exit ticket data with campus leadership. **Action's Expected Result/Impact:** Students achieve Meets grade level on STAAR. **Staff Responsible for Monitoring:** ELA teachers, Instructional Specialists, Administrators **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** 1. Staff: Inst Specialist & Assistant - 211 - Title I, Part A				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: Reading PLC will host a Reading Family Night in the Spring Semester to provide families with activities to support comprehension and strategies at home as well as provide strategies and text resources to families in May for summer reading support. **Action's Expected Result/Impact:** Students achieve Meets grade level on STAAR. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** 6A. FE Materials/Supplies - 211 - Title I, Part A				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 2: 44% of 3rd grade students scored a 0 on the Extended Constructed Response portion of STAAR. **Root Cause**: Students needed more instruction, guided practice and feedback on how to approach short constructed responses, as well as extended constructed responses. Teachers needed to plan strategically for differentiated instruction to respond to the data.

Priority 1: Student Success

Goal 2: Math teachers will provide consistent opportunities to scaffold the learning to support independent problem solving daily. By the end of the 2025-2026 school year, 70% or more of 4th grade students will correctly solve multi-step math problems using multiplication and division.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on STAAR.

Evaluation Data Sources: teacher data tracker, MAP data, CFA data

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: 100% of 4th grade math teachers will plan collaboratively weekly with the Instructional Specialist to analyze campus and district data to determine strengths/gaps and differentiate instruction effectively to meet the needs of each student. **Action's Expected Result/Impact:** Students achieve Meets on STAAR. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 3 **Funding Sources:** 1. Staff: Inst Specialist & Assistant - 211 - Title I, Part A				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: 100% of 4th grade math teachers will participate in bi-monthly LTEP planning sessions to discuss strategies to increase independent problem solving proficiency as well as analyze exit ticket data with campus leadership. **Action's Expected Result/Impact:** Students achieve Meets on STAAR. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: 100% of 4th grade math teachers will implement a tiered approach to math instruction to include differentiated small groups daily and after school tutorials one day a week in the Fall Semester and two days a week during the Spring Semester. **Action's Expected Result/Impact:** Students achieve Meets on STAAR. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** $16,807.08 - 211 - Title I, Part A				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: Math PLC will plan and implement a family Math Night to provide families with activities to support fact fluency/ math skills at home during the Fall semester. **Action's Expected Result/Impact:** Students achieve Meets on STAAR. **Staff Responsible for Monitoring:** Teachers, Specialists, Instructional Specialists, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Student Learning
Problem Statement 3: 59% of 4th grade students did not solve with fluency multi-step problems involving multiplication and division. **Root Cause**: Students needed consistent opportunities to master fact fluency and place value understanding through models and scaffolds. The teacher needed to provide productive struggle opportunities to develop independent thinking when apply the problem solving process.

Priority 1: Student Success

Goal 3: All second grade reading teachers will plan and implement daily intervention to include strategies targeting fluency. By the end of the 2025-2026 school year, 80% of second grade students will meet EOY fluency goals as measured by DIBELS ORF.

Quality Indicator: Student Success: Early Literacy and Numeracy

District Goal Alignment: All Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments.

Evaluation Data Sources: Progress monitoring data, DIBELS

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: 100% of second grade teachers will utilize DIBELS to progress monitor reading. **Action's Expected Result/Impact:** Students will meet end-of-year targets as defined by early reading assessment instruments. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1 **Funding Sources:** 1. Staff: Inst Specialist & Assistant - 211 - Title I, Part A				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: 100% of second grade teachers will implement a tiered approach to reading instruction to include differentiated small groups daily and after school tutorials one day a week in the Fall Semester and two days a week in the Spring Semester. **Action's Expected Result/Impact:** Students will meet end-of-year targets as defined by early reading assessment instruments. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Administrators **Title I:** 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** 1. Staff: Inst Specialist & Assistant - 211 - Title I, Part A, 2. PT Interventionist - 211 - Title I, Part A				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: 100% of second grade teachers will participate in bi-weekly LTEP planning sessions to discuss strategies to increase reading accuracy and comprehension as well as analyze exit ticket data with campus leadership. **Action's Expected Result/Impact:** Students will meet end-of-year targets as defined by early reading assessment instruments. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Administrators **Title I:** 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** 1. Staff: Inst Specialist & Assistant - 211 - Title I, Part A				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: Principal and Assistant Principal will monitor the plan through formal and informal walkthroughs, LTEP meetings and data meetings. **Action's Expected Result/Impact:** Students will meet end-of-the year targets as defined by early reading instruments. **Staff Responsible for Monitoring:** Administrators **Title I:** 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 1: 48% of 2nd grade students met EOY fluency goals as measured by DIBELS ORF. **Root Cause**: Teachers need to plan for small group instruction that will target fluency strategies and provide consistent opportunities to apply skills to text. Students struggled to read grade level text due to weak fluency. Teachers needed to act on progress monitoring data effectively.

Priority 1: Student Success

Goal 4: All identified GT students will be provided with sufficient mastery-level lessons and activities. By the end of the 2025-2026 school year, 90% or more of identified 5th grade GT students will meet proficiency on the DBA assessment.

Quality Indicator: Student Success: Federal Accountability

District Goal Alignment: 90% or more of the performance measures in the Texas State Plan for the Education of Gifted/ Talked students will meet the accountability standard.

Evaluation Data Sources: Progress monitoring data, teacher data trackers

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: The Quest teacher will utilize curriculum short cycle assessments and DBA data to progress monitor. **Action's Expected Result/Impact:** Identified GT students achieve Masters on grade level STAAR. **Staff Responsible for Monitoring:** Quest teacher, grade level teacher, Instructional Specialists **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

No Progress Accomplished Continue/Modify Discontinue

Priority 2: Employee Success

Priority 3: Safety and Well-being

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

HEB Independent School District

Oakwood Terrace Elementary

2025-2026 Priorities/Goals/Key Actions



Mission Statement

The mission of the HEBISD is to provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Oakwood Terrace Mission: Building strong relationships that empower our community to engage, motivate and grow all students.

Vision

Empowering Today to Excel Tomorrow

Value Statement

Core Values:

♦ Intentional: HEB ISD makes purposeful and strategic decisions.

♦ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.

♦ Learner-centered: HEB ISD prioritizes learning for students, staff, and families.

♦ Responsible: HEB ISD fulfills its ethical and social obligations with integrity.

♦ Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Priorities

Priority 1: Student Success

Goal 1: Throughout the 2025-2026 school year, teachers will progress monitor with fidelity, for all 2nd-grade students, following a multi-tier pacing calendar, and use this information to guide instruction to grow students' decoding skills as measured by DIBELS and Lectura.

Quality Indicator: Student Success: Early Literacy and Numeracy

District Goal Alignment: Goal 2: All Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English and/or Spanish.

Evaluation Data Sources: * District Performance Objectives Report
* District-approved K-2 early reading assessment instruments

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: The principal will monitor MClass progress monitoring to ensure fidelity **Action's Expected Result/Impact:** Teacher will progress monitor with fidelity **Staff Responsible for Monitoring:** Principal and IS **ESF Levers:** Lever 5: Effective Instruction				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Teachers will document and track student performance in an organized data system after each progress monitoring check **Action's Expected Result/Impact:** Teachers will use this data to guide their instruction and target intervention **Staff Responsible for Monitoring:** IS and Principal **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Key Action 3 Details	Reviews			
Key Action 3: Based on progress monitoring data, teachers will provide differentiated small-group decoding interventions to students, ensuring timely, evidence-based support.	Formative			Summative
	Nov	Feb	June	June
Action's Expected Result/Impact: Students will grow in all areas of DIBELS/Lectura **Staff Responsible for Monitoring:** Principal, teachers and IS **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Key Action 4 Details	Reviews			
Key Action 4: PLC teams will meet at least monthly to analyze progress monitoring data, identify trends, and adjust instructional practices and intervention groups to address skill gaps.	Formative			Summative
	Nov	Feb	June	June
Action's Expected Result/Impact: Collaboration to plan targeted instruction and intervention **Staff Responsible for Monitoring:** Principal and ISs **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Key Action 5 Details	Reviews			
Key Action 5: Oakwood Terrace will support reading at home by holding a family night on December 11th where parents will be taught strategies to help their children with reading at home, in their native language.	Formative			Summative
	Nov	Feb	June	June
Action's Expected Result/Impact: Parents will have tools to support student academic achievement at home **Staff Responsible for Monitoring:** Instructional Leadership Team **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 4				

Key Action 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 6: During the 2025-2026 school year, interventionists will provide phonics instruction during STRIPE time daily, from September through April, using district-aligned resources. **Action's Expected Result/Impact:** Teachers and students will have extra support for academic achievement in the classroom **Staff Responsible for Monitoring:** Instructional Leadership Team **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: 51% of 2nd grade students ended the year performing below grade level in decoding, on DIBELS, limiting their ability to read fluently and comprehend text. **Root Cause**: Progress monitoring systems for foundational literacy (phonemic awareness and phonics) are not being used with enough consistency to identify students' skill gaps early. As a result, instruction and interventions are not always targeted to the decoding needs of individual students.
Problem Statement 4: Student cohorts in grades 4-6 are not consistently demonstrating growth on performance indicators as measured by STAAR While some students show progress, a significant portion remain stagnant or decline in performance. **Root Cause**: Teachers are not consistently providing formative feedback on students' use of text evidence in reading and writing tasks. As a result, students do not receive timely guidance on the accuracy, relevance, or clarity of their responses

Priority 1: Student Success

Goal 2: Throughout the 202-2026 school year teachers will intentionally integrate problem-solving strategies into daily math instruction for all Kinder-6th grade students by implementing explicit modeling, use of multiple representations, and structured student conversations

District Goal Alignment: Goal 1: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic ReadinesGoal 3: All Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early math assessment instruments in English and/or Spanish. s (STAAR)

Evaluation Data Sources: STAAR and Texas Academic Performance Report
District Performance Objectives Report
District-approved K-2 early math assessment instruments

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: During math PLCs teachers will analyze student data such as unit tests, MAP, and interim assessments to track growth, student achievement, and drive planning and instruction **Action's Expected Result/Impact:** Teachers will plan and provide for targeted instruction and intervention **Staff Responsible for Monitoring:** IS and principal **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Throughout the 2025-2026 school year, teachers will incorporate "write a little, a lot" within all math units. **Action's Expected Result/Impact:** When student are able to write and explain a concept, they internalize and understand the concept better **Staff Responsible for Monitoring:** Instructional Leadership Team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2 Problem Statements:

Student Learning

Problem Statement 3: The majority of 3rd-6th grade students made little to no growth in problem solving as measured by STAAR **Root Cause**: In math instruction, teachers often emphasize computation over problem solving, leaving students unsure on how to apply operations in real world or abstract concepts.

Priority 1: Student Success

Goal 3: Throughout the 2025-2026 school year, all teachers will incorporate accommodations with fidelity to increase special education performance targets as outlined in the TAPR report.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: Texas Academic Performance Report

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By the end of the first 3 weeks Sped/Gen Ed PLC will be held to set expectations for collaboration and go over each grade level IEP. Reviewing the expectation that all students belong to the whole grade level **Action's Expected Result/Impact:** Teachers collaborate to get to know students and their strengths, deficits and accommodations **Staff Responsible for Monitoring:** Instructional Leadership Team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 6				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Throughout the 2024-2025 school year, Special Education teachers will conduct monthly consultations with general education teachers to discuss student data, accommodations, and identify strategies for integrating skills into classroom instruction, ensuring students show progress in targeted areas and instructional alignment **Action's Expected Result/Impact:** Teachers collaborate to get to know students and their strengths, deficits and accommodations for student growth **Staff Responsible for Monitoring:** Instructional leadership team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 6				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: By the end of each grading period, Special Education teachers will review and adjust student accommodations as needed to better meet their individualized learning goals, ensuring students receive the appropriate level of support based on progress monitoring data. **Action's Expected Result/Impact:** Alignment of instruction and accommodation delivery with fidelity **Staff Responsible for Monitoring:** Instructional leadership team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3, 4, 6				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: Throughout the 2024-2025 school year, Special Education teachers will join targeted grade level PLCs with gen ed teachers and instructional specialists **Action's Expected Result/Impact:** Alignment of instruction and accommodation delivery with fidelity **Staff Responsible for Monitoring:** Instructional Leadership Team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3, 4, 6				

Key Action 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 5: By November 2025, Special Education teachers will collaborate with instructional specialists to provide at least one targeted training session to all teachers on how to support special education students in using STAAR testing tools, ensuring 100% of teachers are equipped to help students utilize these tools effectively. **Action's Expected Result/Impact:** Alignment of instruction and accommodation delivery with fidelity, allowing ged ed teacher to be more successful and supported when working with students on and IEP in the ged ed classroom **Staff Responsible for Monitoring:** Instructional Leadership Team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3, 4, 6				

Key Action 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 6: By the end of the first month of school, all new teachers to OTE will receive Sped 101 training to be in alignment with HEB Sped processes and information. **Action's Expected Result/Impact:** informed teachers **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 6				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 3: The majority of 3rd-6th grade students made little to no growth in problem solving as measured by STAAR **Root Cause**: In math instruction, teachers often emphasize computation over problem solving, leaving students unsure on how to apply operations in real world or abstract concepts.
Problem Statement 4: Student cohorts in grades 4-6 are not consistently demonstrating growth on performance indicators as measured by STAAR While some students show progress, a significant portion remain stagnant or decline in performance. **Root Cause**: Teachers are not consistently providing formative feedback on students' use of text evidence in reading and writing tasks. As a result, students do not receive timely guidance on the accuracy, relevance, or clarity of their responses
Problem Statement 6: The special education student group has missed the targets in at 4 out of the 5 indicators, for two consecutive years, and Oakwood Terrace is on the watch list for next year. **Root Cause**: Lack of consistent collaboration between general education teachers and instructional resource teachers, which hinders the use of student accommodations with fidelity

Priority 1: Student Success

Goal 4: Throughout the 2025-2026 school year, teachers will consistently provide formative feedback on students' use of text evidence in reading and writing tasks. As a result, students do not receive timely guidance on the accuracy, relevance, or clarity of their responses

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: Texas Academic Performance Report

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Teachers will participate in vertical alignment PLCs once a 6 weeks to plan and align instructional practices **Action's Expected Result/Impact:** As students move from grade level to grade level, they will continue using the same best-practice strategies they've already learned. This consistency allows them to focus their energy on mastering the new TEKS each year, rather than spending time adjusting to different routines or approaches. In this way, students won't be re-learning a new teacher's system every year--they'll simply be engaging with new content. **Staff Responsible for Monitoring:** Instructional leadership team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: By the end of the second 6 weeks Instructional Specialist will deliver a professional development training on formative feedback **Action's Expected Result/Impact:** Teachers will have the tools they need to deliver this instructional practice **Staff Responsible for Monitoring:** Instructional Leadership Team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4				

No Progress Accomplished Continue/Modify Discontinue

Goal 4 Problem Statements:

Student Learning
Problem Statement 4: Student cohorts in grades 4-6 are not consistently demonstrating growth on performance indicators as measured by STAAR While some students show progress, a significant portion remain stagnant or decline in performance. **Root Cause**: Teachers are not consistently providing formative feedback on students' use of text evidence in reading and writing tasks. As a result, students do not receive timely guidance on the accuracy, relevance, or clarity of their responses

Priority 1: Student Success

Goal 5: Throughout the 2025-2026 school year, 2nd-6th grade students will engage in meaningful opportunities to practice every domain of TELPAS and increase their proficiency in every domain as measured by TELPAS.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Quality Indicator 1.4B: 90% or more of Bilingual/English as a Second Language (ESL) RDA indicators will receive a rating no greater than 1.

Evaluation Data Sources: Texas Academic Performance Report

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Purchase "Continental" online program and implement use of it by all 2nd-6th grade EB students weekly to increase both exposure and growth in all 4 domains as measured by TELPAS. **Action's Expected Result/Impact:** Students will increase language acquisition in all domains and have access to the assessment **Staff Responsible for Monitoring:** Instructional Leadership Team and Teachers **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 7				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Grade level teachers, along with the instructional leadership team, will engage in intentional planning of structured conversation using academic vocabulary as measured by the LTEP planning template during the 25-26 school year **Action's Expected Result/Impact:** Teachers will plan intentional structure opportunities for students to engage in conversation in the classroom using academic vocabulary **Staff Responsible for Monitoring:** Instructional Leadership Team **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 7				

No Progress Accomplished Continue/Modify Discontinue

Goal 5 Problem Statements:

Student Learning

Problem Statement 7: TELPAS data indicates that students are demonstrating lower growth in both writing and speaking proficiency compared to other language domains. Many students remain at the beginning and intermediate levels, which impacts their overall English language development, academic vocabulary usage, and academic achievement **Root Cause**: Lack of consistent, intentional opportunities to engage in authentic, extended language practice across content areas. Instruction often emphasizes grammar and mechanics over purposeful communication, and scaffolds such as sentence stems, modeling, and guided supports are not used consistently.

Priority 1: Student Success

Goal 6: Throughout the 2025-2026 school year our students in the GT program will consistently complete extension activities to maintain their master performance as measured by unit test and 100% meets standard on the STAAR test.

District Goal Alignment: Student Success: Academic Rating of the District

Evaluation Data Sources: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: 100% of staff in Kinder-6th grade with 2 or more years in HEB will complete their 30hr GT update. **Action's Expected Result/Impact:** Teachers will have training to support gifted students and maintain their masters performance level **Staff Responsible for Monitoring:** Campust GT teacher and principal **ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority 2: Employee Success

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

HEB Independent School District

River Trails Elementary

2025-2026 Priorities/Goals/Key Actions



Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Vision

Empowering Today to Excel Tomorrow

Federal Programs: Partnering for Educational Excellence

Value Statement

- Intentional: HEB ISD makes purposeful and strategic decisions.
- Respectful: HEB ISD recognizes value in everyone and their unique perspectives.
- Learner-centered: HEB ISD prioritizes learning for students, employees and families.
- Responsible: HEB ISD fulfills its ethical and social obligations with integrity.
- Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnerships

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Priorities

Priority 1: Student Success

Goal 1: By May 2026, RTE grade 5 math teacher will consistently implement daily formative feedback and facilitate small-group interventions during instruction to address student misconceptions in real time resulting in at least 61% of students meeting or exceeding their projected RIT score on the 5th grade EOY math MAP assessment.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR)).

Evaluation Data Sources: MAP growth, classroom data and STAAR results

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Teacher will provide at least one formative assessment strategy daily and provide specific feedback to students as measured by instructional walk data, with evidence of at least 3 out of 5 indicators on the district formative feedback rubric demonstrated in 80% or more of observed lessons. **Action's Expected Result/Impact:** Students receive daily targeted reteach and frequent regrouping based on data **Staff Responsible for Monitoring:** Teacher, IS, Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: RTE will conduct LTEP meetings bi-weekly to analyze student work, adjust instruction and review TEKS in depth for alignment in addition to planning collaboratively with the Instructional Specialist and Administration to plan workshop/intervention as measured by 100% teacher attendance at meetings and PLC notes. **Action's Expected Result/Impact:** Interventions will address misconceptions quickly, preventing gaps from widening. **Staff Responsible for Monitoring:** Teacher, IS, Admin **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: Teacher will provide intervention groups a minimum of four times per week, thirty minutes daily, based on formative feedback and MAP data to address gaps and misconceptions. Attendance and lesson focus will be documented in weekly intervention logs. **Action's Expected Result/Impact:** Interventions will address misconceptions quickly, preventing gaps from widening. **Staff Responsible for Monitoring:** Teacher, IS, Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: RTE will host a Math Family Engagement Night in October 2025, to share strategies that families can practice at home to support math growth as measured by at least 50% of 5th grade families attending and 80% parent surveys reporting increased confidence in supporting math at home. **Action's Expected Result/Impact:** Families will feel equipped to reinforce math skills at home, increasing practice and confidence. **Staff Responsible for Monitoring:** Teacher, IS, Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: Grade 5 Meets and Masters Math STAAR scores have decreased over time. **Root Cause**: Instructions has not consistently incorporated systematic use of daily formative feedback and small group interventions to address misconceptions in real time.

Priority 1: Student Success

Goal 2: By May 2026, at least 50% of kindergarten students at River Trails Elementary will demonstrate measurable growth (defined as an increase of 10 or more points from beginning-of-year to end-of-year) on the DIBELS composite score, with a focus on improving Nonsense Word Fluency - Correct Letter Sounds (NWF-CLS).

Quality Indicator: Student Success: Early Literacy and Numeracy

District Goal Alignment: All Kindergarten, first and second grade students will meet end-of-year targets as defined by early reading assessment instruments in English and/or Spanish.

Evaluation Data Sources: Progress monitoring, Amplify and EOY testing.

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Kindergarten teachers will implement 40 minutes of daily phonics instruction focused on high frequency words, phonemic awareness, sound spelling patterns, blending, print concepts and fluency with connected texts as measured by monthly administrator walk throughs to verify implementation with a target of 90% fidelity. **Action's Expected Result/Impact:** Students receive consistent, systematic phonics instruction to build foundational literacy. **Staff Responsible for Monitoring:** Teachers, IS and admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Teachers will conduct progress monitoring every two weeks for students in strategic and intensive tiers, following the DIBLES calendar as measured by progress monitoring data. **Action's Expected Result/Impact:** Data-driven grouping ensures timely interventions for struggling students. **Staff Responsible for Monitoring:** Teachers, IS and admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: Teachers will provide differentiated intervention and station instruction based on students' Dibels results; interventionists will collaborate with teachers to support students not showing growth as measured by intervention plans. **Action's Expected Result/Impact:** Data-driven grouping ensures timely interventions for struggling students. **Staff Responsible for Monitoring:** Teachers, IS, Interventionists and Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: RTE will host a Reading Family Engagement Night in February 2026 focusing on fluency strategies families can use at home with at least 60% of Kindergarten families in attendance as tracked by sign-in sheets. **Action's Expected Result/Impact:** Families will gain strategies to support fluency at home, boosting student practice. **Staff Responsible for Monitoring:** IS, teacher, admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

Key Action 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 5: Teachers will attend and engage in LTEP meetings bi-weekly to align lessons, review student data and plan differentiated instruction as measured by meeting agendas/notes with 100% teacher participation. **Action's Expected Result/Impact:** Data-driven grouping ensures timely interventions for struggling students. **Staff Responsible for Monitoring:** Teachers, IS, admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Student Learning
Problem Statement 2: Fewer than 40% of kindergarten students demonstrated adequate growth on Dibles composite scores. **Root Cause**: Inconsistent fidelity to phonics instruction and limited differentiation in small groups have hindered systematic development of phonics, phonemic awareness, and fluency skills. Additionally, progress monitoring data has not always been fully leveraged to adjust instruction and int

Priority 1: Student Success

Goal 3: By May 2026, teachers will actively monitor learning and provide immediate formative feedback with hands-on activities and spiral review to strengthen retention of science concepts, resulting in at least 16% of 5th grade students achieving mastery on the STAAR Science Test (up from 11% in 2025).

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: District data and STAAR results

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Teacher will actively monitor student work during Tier 1 instructions and provide formative, immediate feedback to catch misconceptions in real time. Progress will be measured through instructional walk data, with evidence of at least 3 out of 5 indicators on the district formative feedback rubric demonstrated in 80% or more of observed lessons. **Action's Expected Result/Impact:** Misconceptions are addressed in real time, leading to stronger Tier 1 learning. **Staff Responsible for Monitoring:** Teacher, IS, admin **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Teacher will embed hands-on labs/activities weekly to build schema and background knowledge. Evidence will include lesson plans, student work samples, and walkthrough observations. **Action's Expected Result/Impact:** Hands on activities promote retention and application of science concept. **Staff Responsible for Monitoring:** Teacher, IS **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: The teacher will implement spiral review warm-ups at least three times per week at the beginning of lessons. Evidence will include lesson plans and administrator walkthrough data. **Action's Expected Result/Impact:** Spiral review ensures prior content stays fresh for long-term mastery. **Staff Responsible for Monitoring:** Teacher, IS **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: RTE will host a Science Family Engagement Night in October to promote real-world connections and parent involvement in supporting science at home. Attendance will be tracked through family sign-in sheets with a goal of at least 60% of 5th grade families represented. **Action's Expected Result/Impact:** Families can support student learning at home. **Staff Responsible for Monitoring:** Teacher, IS, admin **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

Key Action 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 5: RTE will conduct LTEP meetings bi-weekly to analyze student work, adjust instruction and review TEKS in depth for alignment in addition to planning collaboratively with the Instructional Specialist and Administration to plan workshop/intervention as measured by 100% teacher attendance at meetings and PLC notes. **Action's Expected Result/Impact:** Science mastery will increase to 16% on STAAR. **Staff Responsible for Monitoring:** Teacher, IS and admin **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 3: Only 11% of 5th grade students achieved mastery on the STAAR science test. **Root Cause**: Tier 1 instruction has not consistently included active monitoring and immediate formative feedback to address misconceptions. In addition, limited opportunities for hands on learning and spiraled review have impacted retention of key science concepts across the year.

Priority 1: Student Success

Goal 4:
By May 2026, at least 50% of identified advanced learners at River Trails Elementary will meet or exceed their projected growth targets on MAP and/or STAAR assessments. Progress will be measured through MAP growth reports (fall, winter, spring) and STAAR student-level reports.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: MAP and STAAR data

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: 100% of RTE teachers will incorporate depth and complexity, extension tasks and/or acceleration opportunities into weekly lesson plans. **Action's Expected Result/Impact:** Students experience rigorous, challenging tasks that push beyond grade-level mastery. **Staff Responsible for Monitoring:** Classroom teachers, admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: RTE will provide at least three professional development sessions during the 2025-2026 school year focused on differentiation for advanced learners (extension menus, project-based learning, higher-order questioning, and acceleration strategies). Evidence will include sign-in sheets, with a target of 100% teacher participation. By May 2026, at least 80% of participating teachers will demonstrate implementation of one or more strategies in lesson plans and walkthrough observations, as measured by administrator checklists. **Action's Expected Result/Impact:** Teachers will gain confidence and capacity in differentiating for advanced learners. **Staff Responsible for Monitoring:** IS, Quest Teacher and admin **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: RTE administrators will review teacher lesson plans weekly and conduct at least two walkthroughs per teacher per six weeks to monitor implementation of campus initiatives. Evidence will include lesson plan submissions and walkthrough checklists. **Action's Expected Result/Impact:** 50% of advanced learners meet or exceed projected growth projections. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4				

No Progress Accomplished Continue/Modify Discontinue

Goal 4 Problem Statements:

Student Learning
Problem Statement 4: 42% of advanced students (GT and Hi-C) scored met their MAP growth on Reading and/or Math EOY MAP testing. **Root Cause**: Advanced learners are not consistently provided with extension, acceleration or opportunities for depth and complexity across content areas. Teachers have varying levels of training and confidence in implementing advanced academic strategies, such as Depth & Complexity Icons and extension menus.

Priority 2: Employee Success

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

HEB Independent School District

Shady Brook Elementary

2025-2026 Priorities/Goals/Key Actions





Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world

The mission of Shady Brook Elementary is to provide a safe environment to instill positive character traits and educate all students for success today and tomorrow.

Vision

Empowering Today to Excel Tomorrow

Knowledge Informs and Determines Success for Students

Value Statement

Core Values:

♦ Intentional: HEB ISD makes purposeful and strategic decisions.

♦ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.

♦ Learner-centered: HEB ISD prioritizes learning for students, staff, and families.

♦ Responsible: HEB ISD fulfills its ethical and social obligations with integrity.

♦ Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities:

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Priorities

Priority 1: Student Success

Goal 1: By May 2026, the 4th grade math teacher at Shady Brook Elementary will strengthen student mastery of Reporting Category 3: Geometry and Measurement by intentionally integrating visual supports, manipulatives, and graphic organizers into all geometry lessons and embedding these strategies into spiral review across the year, as measured through lesson plan reviews, classroom observations, and student work samples.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal 1: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR). Goal 2: All students will Meet or Exceed Expected Progress in Reading Language Arts (RLA) and Mathematics as reported on the Texas Academic Performance Report (TAPR). Goal 3: The District and all campuses will earn all applicable distinctions as defined by the state accountability system.

Evaluation Data Sources: Implementation will be monitored through weekly lesson planning checks, classroom observations, with the goal of increasing student access to multiple representations and improving conceptual understanding.

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By May 2026, the fourth grade math teacher will implement the district's Problem of the Day routines in daily instruction, with fidelity, to strengthen students' geometry vocabulary, provide ongoing spiral review, and promote higher-level thinking across math content areas, as measured through lesson plan reviews, classroom observations, and student work samples. **Action's Expected Result/Impact:** A 3% or higher gain in the number of students meeting expectations on Reporting Category 3 (Geometry and Measurement) **Staff Responsible for Monitoring:** 4th Grade Math Teacher, Instructional Specialist, Administrators **Problem Statements:** Student Learning 2				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: By May 2026, the 4th grade math teacher will incorporate intentional opportunities for mathematical writing and reflection into daily instruction--such as journaling, written justifications, and error analysis--to support students in explaining their reasoning, deepening conceptual understanding, and developing metacognitive skills for STAAR success, as measured through lesson plan reviews, classroom observations, and student work samples. **Action's Expected Result/Impact:** Students will demonstrate deeper conceptual understanding, improved ability to justify and communicate their reasoning, and increased metacognitive awareness of their problem-solving processes. This will lead to greater student ownership of learning, stronger performance on multi-step and reasoning-based STAAR items, and overall growth in math achievement. **Staff Responsible for Monitoring:** 4th Math Teacher, Instructional Specialists, Administrators **Problem Statements:** Demographics 1, 2 - Student Learning 1, 3				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: By October 2025, the Shady Brook Math Goal Team will design and implement small group math strategies during Math Family Engagement Night, with at least 90% of families participating in one or more small group activities. Evidence of implementation and impact will be collected through attendance records, parent feedback surveys, and teacher reflections. **Action's Expected Result/Impact:** Students and families will engage in math activities that can be taken home to strengthen math skills and concepts. **Staff Responsible for Monitoring:** All math goal team teachers, Instructional Specialists, Administrators **Problem Statements:** Student Learning 1, 3				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Demographics
Problem Statement 1: Only 6 % of 4th Grade math EB students met standard on the 24-25 STAAR Test **Root Cause**: Students are not consistently engaged with mathematical writing or supported through the use of visual tools, manipulatives, and graphic organizers, which limits their ability to make sense of mathematical concepts, communicate their reasoning, and transfer understanding to new problems. Instruction often emphasizes procedural practice over conceptual exploration, resulting in missed opportunities
Problem Statement 2: Only 19% of 4th Grade African American/Black students met standard on the 24-25 STAAR Test. **Root Cause**: Students are not consistently engaged with mathematical writing or supported through the use of visual tools, manipulatives, and graphic organizers, which limits their ability to make sense of mathematical concepts, communicate their reasoning, and transfer understanding to new problems. Instruction often emphasizes procedural practice over conceptual exploration, resulting in missed opportunities

Student Learning

Problem Statement 1: Only 77% of the readiness standards on the 24-25 4th Grade Math STAAR Test were below 60% mastery. **Root Cause**: Available instructional resources--such as visual supports, manipulatives, and graphic organizers--are underutilized in daily instruction, limiting students' access to multiple representations of mathematical concepts.

Problem Statement 2: In grade 4 RC 3 (Geometry and Measurement) has an average performance of 46.67%. **Root Cause**: Students lack a strong understanding of key geometry vocabulary and concepts due to limited ongoing exposure and reinforcement throughout the school year.

Problem Statement 3: Only 58% of the students in 4th grade showed growth on the 24-25 STAAR Test. **Root Cause**: Students are not consistently engaged in mathematical writing and reflection, which limits their ability to deepen understanding, make sense of their thinking, and transfer learning to new contexts.

Priority 1: Student Success

Goal 2: By May 2026, the 5th grade science teacher will integrate claim-evidence-reasoning (CER) writing opportunities at least three times per week into science lessons to build students' ability to explain scientific concepts, as measured by lesson plan reviews, classroom observations, and student work samples.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal 1: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR). Goal 2: All students will Meet or Exceed Expected Progress in Reading Language Arts (RLA) and Mathematics as reported on the Texas Academic Performance Report (TAPR). Goal 3: The District and all campuses will earn all applicable distinctions as defined by the state accountability system.

Evaluation Data Sources: Implementation will be monitored through weekly lesson planning checks, classroom observations, student work samples, teacher reflection logs/ exit tickets, student journals and formative assessment and STAAR and Benchmark data.

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By May 2026, the 5th grade science teacher will incorporate one intentional 5-10 minute written reflection into each daily lesson, in which students explain how the day's lab or learning activity connects to a real-world phenomenon. Teachers will review student responses at least twice per week to monitor transfer of learning, as measured through lesson plan reviews, classroom observations, and student work samples. **Action's Expected Result/Impact:** Students will show improved performance on the Science STAAR test, with at least a 4% increase in the number of students achieving 'Meets Grade Level' or higher, as compared to the previous year. **Staff Responsible for Monitoring:** Grades 3-6 Science Teachers **Problem Statements:** Demographics 3				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: By May 2026, the 5th grade science teacher will implement daily word wall routines that require students to interact with, define, and use key science terms in both speaking and writing, to promote internalization and application of academic vocabulary. Implementation will be measured through lesson plan reviews, classroom observations, and student work samples. **Action's Expected Result/Impact:** Students in Grades 3-6 will demonstrate increased mastery and usage of science academic vocabulary, as evidenced by a 4% or greater improvement in vocabulary-related questions on unit assessments and the Science STAAR test, and by students correctly using key terms in written and oral responses during class activities. **Staff Responsible for Monitoring:** Grades 3-6 Science Teachers **Problem Statements:** Demographics 4				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: By May 2026, the 5th grade science teacher will meet biweekly with the instructional specialist to collaboratively plan warm-ups that spiral review TEKS from Grades 3-5. Evidence of implementation will be documented through planning agendas, instructional materials created, and classroom observations. **Action's Expected Result/Impact:** The number of 5th grade students meeting the standard on the Science STAAR test will increase by at least 5% compared to the previous year's results. **Staff Responsible for Monitoring:** 5th Grade Science Teacher, Instructional Specialist **Problem Statements:** Student Learning 4				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: By May 2026, the Science Goal Team will plan and host at least one science engagement event for students and the community, designed to promote interest, curiosity, and real-world connections in science learning. Success will be measured by event attendance records, participant feedback surveys, and teacher reflections on student engagement. **Action's Expected Result/Impact:** Students and families will engage in science activities that can be taken home to promote discussion and strengthen science skills and concepts. **Staff Responsible for Monitoring:** All Science goal team members **Problem Statements:** Student Learning 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2 Problem Statements:

Demographics
Problem Statement 3: Only 13 % of 5th Grade EB students met standard on the 24-25 Science STAAR Test **Root Cause**: Students are not consistently supported in making connections between classroom science experiences--such as visuals, hands-on activities, and experiments--and real-world phenomena. Instruction often emphasizes isolated content and vocabulary acquisition without sufficient opportunities for students to discuss, reflect, and apply their learning in meaningful contexts.
Problem Statement 4: Only 21 % of 5th Grade Black/AA students met standard on the 24-25 Science STAAR Test. **Root Cause**: Academic vocabulary is not consistently reinforced through the intentional use of interactive word walls, limiting students' ability to internalize and apply key science terms.
Student Learning
Problem Statement 4: Only 34% of 5th Grade students met standard on the 24-25 Science STAAR Test. **Root Cause**: The current science curriculum does not provide structured, daily opportunities for spiral review of previously taught concepts, which limits students' ability to retain and apply learning over time.

Priority 1: Student Success

Goal 3: By May 2026, 100% of K-2 ELAR teachers will consistently implement daily high-frequency word practice and connected text reading routines from the From Phonics to Reading curriculum, as measured by lesson plan reviews, classroom observations, and student progress monitoring data.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal 1: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR). Goal 2: All students will Meet or Exceed Expected Progress in Reading Language Arts (RLA) and Mathematics as reported on the Texas Academic Performance Report (TAPR). Goal 3: The District and all campuses will earn all applicable distinctions as defined by the state accountability system.

Evaluation Data Sources: Implementation will be monitored through lesson planning checks, classroom observations, student work samples, progress monitoring of Amplify measures, and DIBELS scores.

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By May 2026, 100% of K-2 ELAR teachers will consistently implement the Read-Spell-Write routine and repeated readings of connected texts to introduce, teach, practice, and review high-frequency words, following the 5-day instructional cycle of From Phonics to Reading. Fidelity of implementation will be measured through lesson plan reviews, classroom observations, and student progress monitoring data. **Action's Expected Result/Impact:** The number of students meeting grade level expectations for EOY DIBELS ORF-WRC will increase to 53% in 2nd grade when compared to the 24-25 EOY results. **Staff Responsible for Monitoring:** ELAR Instructional Specialist and Classroom Teachers **Problem Statements:** Student Learning 6				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: By May 2026, 100% of K-2 ELAR teachers will consistently implement the Sound-Spelling and Blending routines--including Blend It Lines, Cumulative Quick Checks, and connected text routines--as designated by the 5-day instructional cycle of From Phonics to Reading. Fidelity of implementation will be measured through lesson plan reviews, classroom observations, and student progress monitoring data. **Action's Expected Result/Impact:** The number of students meeting grade level expectations for EOY DIBELS NWF-CLS will increase in both kindergarten and 2nd grade when compared to the 24-25 EOY results. **Staff Responsible for Monitoring:** ELAR Instructional Specialist and Classroom Teachers **Problem Statements:** Student Learning 5				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: By September 2025, the Reading Goal Team will plan and host a Reading Engagement Night for students and the community to encourage and empower families to read at home with their children. Success will be measured through event attendance records, family feedback surveys, and teacher reflections on student and family engagement. **Action's Expected Result/Impact:** Students will increase their literacy practices at home with their families using the books and activities they receive at the reading night. **Staff Responsible for Monitoring:** All Reading Goal Team members **Problem Statements:** Student Learning 5, 6				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 5: Only 55% of kindergarten and 59% of 2nd grade students were at or above grade level on the 24-25 EOY DIBELS NWF-CLS. **Root Cause**: The reading curriculum did not have a systematic review and reteach cycle for phonics skills, which allowed for decayed learning.
Problem Statement 6: Only 49% of 2nd grade students were at or above grade level on the 24-25 EOY DIBELS ORF-WRC. **Root Cause**: The reading curriculum did not designate specific times and lessons for high-frequency word instruction, so there was a variability in high-frequency word instructional practices across classrooms.

Priority 1: Student Success

Goal 4: By May 2026, 100% of 5th grade ELAR teachers will implement weekly close reading lessons with text-dependent questions and require students to produce written responses using textual evidence, as measured through lesson plan reviews, classroom observations, and student performance data on district benchmarks and STAAR.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal 1: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR). Goal 2: All students will Meet or Exceed Expected Progress in Reading Language Arts (RLA) and Mathematics as reported on the Texas Academic Performance Report (TAPR). Goal 3: The District and all campuses will earn all applicable distinctions as defined by the state accountability system.

Evaluation Data Sources: Short Cycle Assessments, MAP data, DBA data, teacher writing conferences and observations, STAAR scores, Lesson Plans

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: During the 2025-2026 school year, the ELAR instructional specialist and 5th grade ELAR teachers will collaboratively develop and consistently utilize an aligned, visual writing rubric that guides students in progressing from their current level of writing to the next. Implementation and impact will be measured through teacher planning artifacts, classroom observations, and student writing samples collected throughout the year. **Action's Expected Result/Impact:** The number of students receiving a "0" on the 25-26 STAAR Extended Constructed Response will decrease by 4% in each grade level when compared to the 24-25 STAAR ECR scores. **Staff Responsible for Monitoring:** 5th grade ELAR Classroom Teachers, ELAR Instructional Specialist **Problem Statements:** Student Learning 7				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Throughout the 2025-2026 school year, the ELAR instructional specialist and 5th grade ELAR teachers will use district intervention guidelines to collaboratively develop and implement a strategic intervention plan for students reading below grade level. Fidelity and effectiveness will be measured through documented intervention plans, biweekly progress monitoring data, and evidence of student growth on district and state reading assessments. **Action's Expected Result/Impact:** The number of economically disadvantaged students meeting expectations on the 25-26 RLA STAAR will increase to 44%. **Staff Responsible for Monitoring:** ELAR instructional specialist, 5th grade ELAR teacher **Problem Statements:** Demographics 5				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: In September 2025, the Reading Goal Team will plan and host a Reading Engagement Night for students and the community to encourage and empower families to read at home with their children. Success will be measured by event attendance records, family feedback surveys, and teacher reflections on student and family engagement. **Action's Expected Result/Impact:** Students will increase their literacy practices at home with their families using the books and activities they receive at the reading night. **Staff Responsible for Monitoring:** Reading Goal Team **Problem Statements:** Demographics 5 - Student Learning 7				

No Progress Accomplished Continue/Modify Discontinue

Goal 4 Problem Statements:

Demographics
Problem Statement 5: Only 40% or fewer of economically disadvantaged students met expectations in grades 3-6 on the 24-25 RLA STAAR (3rd: 34%; 4th: 40%; 5th: 40%; 6th: 40%). **Root Cause**: A lack of clearly defined guidance for aligned resources for supporting students reading below grade level limited the consistency and effectiveness of targeted interventions.
Student Learning
Problem Statement 7: The largest percentage of students in grades 3-6 scored a "0" on the ECR of the 24-25 RLA STAAR (3rd: 64%; 4th: 46%; 5th: 47%; 6th: 31%). **Root Cause**: Students had a wide range of writing skill levels and did not clearly understand the expectations for each performance level of ECR, making it difficult for them to know how to improve.

Priority 1: Student Success

Goal 5: During the 2025-2026 school year, 100% of 5th grade Math teachers will provide at least three weekly extension opportunities in problem solving and reasoning for identified GT students, as measured through lesson plan reviews, classroom observations, and student work samples.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal 1: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR). Goal 2: All students will Meet or Exceed Expected Progress in Reading Language Arts (RLA) and Mathematics as reported on the Texas Academic Performance Report (TAPR). Goal 3: The District and all campuses will earn all applicable distinctions as defined by the state accountability system.

Evaluation Data Sources: Implementation will be monitored through lesson planning checks, classroom observations, formative assessment and STAAR and Benchmark data.

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Throughout the 2025-2026 school year, the 5th grade math teacher will collaborate with instructional specialist and administrators during PLCs to plan differentiated GT extensions, document them in lesson plans, and reflect on their effectiveness during instructional coaching meetings. Evidence of implementation will be measured through PLC agendas and minutes, lesson plan reviews, and coaching notes. **Action's Expected Result/Impact:** An increase of at least a 4% in the number of students achieving 'Meets Grade Level' or higher, as compared to the previous year in 4th Math STAAR Scores. **Staff Responsible for Monitoring:** 5th Math, Instructional Specialists, Administrators **Problem Statements:** Student Learning 1, 9				

No Progress Accomplished Continue/Modify Discontinue

Goal 5 Problem Statements:

Student Learning
Problem Statement 1: Only 77% of the readiness standards on the 24-25 4th Grade Math STAAR Test were below 60% mastery. **Root Cause**: Available instructional resources--such as visual supports, manipulatives, and graphic organizers--are underutilized in daily instruction, limiting students' access to multiple representations of mathematical concepts.
Problem Statement 9: Only 23% of students in 3rd grade and 29% of students in 4th and 5th grade mastered standard on the 2024-25 Reading STAAR Test. **Root Cause**: Limited use of targeted interventions and extensions to address diverse learner needs (struggling learners not receiving adequate support; advanced learners not adequately challenged).

Priority 2: Employee Success

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

HEB Independent School District

Shady Oaks Elementary

2025-2026 Priorities/Goals/Key Actions



Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Vision

Empowering Today to Excel Tomorrow

Value Statement

Core Values:

♦ Intentional: HEB ISD makes purposeful and strategic decisions.

♦ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.

♦ Learner-centered: HEB ISD prioritizes learning for students, staff, and families.

♦ Responsible: HEB ISD fulfills its ethical and social obligations with integrity.

♦ Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Priorities

Priority 1: Student Success

Goal 1: During the 2025-2026 school year, 100% of 4th grade bilingual students will be provided with explicit, aligned, and culturally responsive vocabulary instruction that integrates listening, speaking, reading, and writing, to develop the academic language skills needed to access grade-level content. As a result, at least 50% of students will meet or exceed their projected growth on MAP Reading and Math assessments from BOY to EOY.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will Meet or Exceed Expected Progress in Reading Language Arts (RLA) and Mathematics as reported on the Texas Academic Performance Report (TAPR).

Evaluation Data Sources: Progress Learning Individual Student Study Plans and Progress Reports, Lesson plans, Classroom observations, and individual student growth on MOY and EOY MAP assessments

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By May 2026, all 4th grade bilingual teachers will participate in bi-monthly LTEP Phase 3 planning meetings to align curriculum, instructional materials, and assessments. Success will be measured by documented meeting agendas and action steps that demonstrate a consistent emphasis on academic language growth. **Action's Expected Result/Impact:** Increased number of activities and assignments that match the level of rigor necessary to prepare students for the STAAR test. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Reading Instructional Specialist, Language Acquisition Coach **Problem Statements:** School Processes & Programs 1, 2				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: By May 2026, all teachers will meet monthly in Reading and Math PLC groups to discuss best practices and share instructional strategies, as documented in PLC agendas and notes, to strengthen collaboration and improve student learning outcomes. **Action's Expected Result/Impact:** Increased collaboration between staff members that will facilitate cooperative learning and successful strategies being implemented campus wide. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Reading Instructional Specialist, Math Instructional Specialist, and Language Acquisition Coach **Problem Statements:** School Processes & Programs 1				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: By May 2026, all 4th grade bilingual teachers will use Progress Learning's individual student study plans and reports to monitor and support student growth in Foundational Language Skills: Vocabulary and other identified areas of reading and math need based on BOY MAP assessment results. Evidence of progress will be measured through updated Progress Learning reports and comparison of BOY to EOY MAP data. **Action's Expected Result/Impact:** Teachers will be able to have data driven conversations and plan intervention activities according to students' identified needs rather than perceived needs. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Reading Instructional Specialist, Math Instructional Specialist, and Language Acquisition Coach **Problem Statements:** School Processes & Programs 1, 2				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: By May 2026, all 4th grade bilingual teachers will implement daily, explicit vocabulary instruction integrated into all content areas. Evidence of implementation will be collected through lesson plans and classroom observations, with student growth measured by improvements in vocabulary proficiency on formative and summative assessments. **Action's Expected Result/Impact:** Students will strengthen their academic language skills, demonstrate improved comprehension, and increase performance on STAAR, MAP, and TELPAS assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Reading Instructional Specialist, Math Instructional Specialist, and Language Acquisition Coach **Problem Statements:** School Processes & Programs 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 1: 43% of 4th grade bilingual students did not score Approaches or higher on the 2025 STAAR Reading Test. **Root Cause**: Bilingual students are not meeting grade-level expectations in reading because our system does not consistently provide explicit, aligned, and culturally responsive academic vocabulary instruction across classrooms, interventions, and assessments.
Problem Statement 2: 45% of Emergent Bilingual/ESL students did not meet the yearly progress growth indicator on the 2025 TELPAS Test. **Root Cause**: Emergent Bilingual/ESL students were not provided with explicit, aligned, and culturally responsive academic vocabulary instruction across classrooms, interventions, and assessments.

Priority 1: Student Success

Goal 2: During the 2025-2026 school year, 100% of 1st grade bilingual students will be provided direct instruction in phonemic awareness skills and provided with ample opportunities to independently practice the skills to a mastery level as measured by the end of year Amplify Lectura Assessment. As a result, at least 75% of students will meet or exceed the end of year phonemic awareness goal as measured by the Amplify Lectura Assessment.

Quality Indicator: Student Success: Early Literacy and Numeracy

District Goal Alignment: All Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English and/or Spanish.

Evaluation Data Sources: Classroom progress monitoring, Boost reports, classroom walkthroughs, Lectura assessments

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By May 2026, all teachers will meet monthly with the Reading Instructional Specialist to review student progress, identify areas of concern, and determine next steps. Evidence of collaboration will be documented in meeting agendas and action plans, with student progress measured through reading assessments and classroom data. **Action's Expected Result/Impact:** Student progress will be discussed on a more frequent basis allowing for earlier intervention and increased end of year Lectura scores. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Reading Instructional Specialist **Problem Statements:** Student Learning 1				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: By May 2026, students will complete at least 45 minutes of independent practice activities in Boost each week. Student usage will be tracked through Boost reports, and at least 75% of students will show growth as measured by comparing baseline Boost performance data to end-of-year results. **Action's Expected Result/Impact:** Students will have more practice time with phonemic awareness skills which will lead to increased fluency and increased end of year Lectura scores. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Reading Instructional Specialist **Problem Statements:** Student Learning 1				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: By December 2025, the campus will host a Family Literacy Night to explain the Lectura test to parents and provide them with strategies to support their children's tested skills at home. Evidence of implementation will include event agendas, parent sign-in sheets, and distributed strategy resources. **Action's Expected Result/Impact:** Parents will be more knowledgeable about the assessment instrument used and will be empowered to help their children improve literacy skills at home. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Reading Instructional Specialist **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2 Problem Statements:

Student Learning
Problem Statement 1: 33% of 1st grade bilingual students did not meet the end of year phonemic awareness goal as measured by the Amplify Lectura Assessment. **Root Cause**: Students were not provided ample opportunities to independently apply/practice the phonemic awareness skills during independent work time.

Priority 1: Student Success

Goal 3: By May 2026, all GT students in the Quest program will receive differentiated instruction and activities across core content areas that emphasize depth and complexity in target skills, with teachers intentionally designing and implementing at least two differentiated activities per unit in Reading and Math. As a result, at least 55% of GT students will meet or exceed their projected growth on MAP Reading and Math assessments, demonstrating sustained academic growth beyond mastery of grade-level expectations.

Quality Indicator: Student Success: Federal Accountability

District Goal Alignment: 90% or more of the performance measures in the Texas State Plan for the Education of Gifted/Talented Students will meet the accountability standard.

Evaluation Data Sources: Progress Learning Individual Student Study Plans and Progress Reports, Lesson plans, Classroom observations, and individual student growth on MOY and EOY MAP assessments

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By May 2026, all teachers will meet monthly with Reading and Math PLC groups to discuss best practices and share instructional strategies. Evidence of collaboration will be documented through PLC agendas and minutes, and impact will be measured by improvements in instructional practices and student achievement data. **Action's Expected Result/Impact:** Increased collaboration between staff members that will facilitate cooperative learning and successful strategies being implemented campus wide. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Reading Instructional Specialist, Math Instructional Specialist, and Language Acquisition Coach **Problem Statements:** Student Learning 2				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: In October 2025, all teachers will participate in a professional development session focused on the available resources for effectively planning and implementing depth and complexity strategies within daily instruction. Evidence of implementation will be measured through teacher lesson plans and classroom observations demonstrating the integration of depth and complexity strategies. **Action's Expected Result/Impact:** Increased number of activities and assignments that push GT students beyond grade-level mastery toward advanced application and critical thinking. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Reading Instructional Specialist, Math Instructional Specialist, and Language Acquisition Coach **Problem Statements:** Student Learning 2				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: By May 2026, all classroom teachers will use Progress Learning's individual student study plans and reports to monitor and support growth in reading and math based on BOY MAP assessment results. Evidence of progress will be documented through updated Progress Learning reports and measured by comparing BOY and EOY MAP data. **Action's Expected Result/Impact:** Teachers will be able to have data driven conversations and plan intervention activities according to students' identified needs rather than perceived needs. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Reading Instructional Specialist, Math Instructional Specialist, and Language Acquisition Coach **Problem Statements:** Student Learning 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 2: GT students in the Quest program are not consistently demonstrating growth on MAP Reading and Math assessments or in daily classwork, despite showing end-of-year success on STAAR tests. **Root Cause**: GT students are not consistently provided with differentiated activities that push them beyond grade-level mastery toward advanced application and critical thinking.

Priority 2: Employee Success

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

HEB Independent School District

South Euless Elementary

2025-2026 Priorities/Goals/Key Actions



Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Vision

Empowering Today to Excel Tomorrow

Value Statement

♦ Intentional: HEB ISD makes purposeful and strategic decisions.

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District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

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Priorities

Priority 1: Student Success

Goal 1: Throughout the 2025-2026 school year, the 5th grade science teacher will implement at least one small-group investigation, discussion, and written response per unit, as documented in lesson plans, lab logs, and observations, resulting in at least 45% of students achieving Meets grade level (compared to 21% of 2025 STAAR) as measured by unit tests.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal #1: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: 2025 G5 Science STAAR, Science DBAs, Science CFAs

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: The 5th grade science teacher will attend bi-weekly PLCs with a coach and administrator throughout the 2025-2026 school year to analyze student work and TEKS, resulting in intervention and reteach plans documented bi-weekly in PLC notes and lesson plans. **Action's Expected Result/Impact:** The science teacher will gain a better understanding of the science curriculum, TEKS, and implementation of rigorous instruction and intervention based on student data outcomes. **Staff Responsible for Monitoring:** 5th grade science teacher, instructional coaches, administration **Title I:** 2.51, 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: By the end of each unit in 2025-2026, 100% of 5th grade students will produce verbal and written explanations ("write a little, a lot") of science phenomena, with growth measured through student work samples and lesson plan documentation, demonstrating improved conceptual understanding. **Action's Expected Result/Impact:** Students will be able to verbalize and write about their learning using academic language. This will demonstrate mastery of the content. **Staff Responsible for Monitoring:** 5th grade science teacher, instructional coaches, administration **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: Throughout 2025-2026, the 5th grade science teacher, coaches, students, and administration will track student progress toward individual science goals bi-weekly, using data to create documented interventions and extensions in lesson plans, with evidence of improvement in student mastery of TEKS standards. **Action's Expected Result/Impact:** Students will make progress toward and achieve their individual goals. **Staff Responsible for Monitoring:** 5th grade science teacher, instructional coaches, administration **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: Throughout the 2025-2026 school year, the instructional leadership team will conduct bi-weekly observations and coaching sessions to monitor the implementation of hands-on small-group investigations, discussions, and student written responses, providing feedback that is documented in coaching notes and observation records. **Action's Expected Result/Impact:** Students will engage in hands-on small group investigations, discussions, and written responses resulting in higher growth and achievement in science. **Staff Responsible for Monitoring:** Instructional coaches, administration **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

Key Action 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 5: By the end of January 2026, South Euless Elementary will host a science family engagement event where 100% of families in attendance will engage in hands-on science learning opportunities as measured by event attendance records and feedback surveys. **Action's Expected Result/Impact:** Families will gain knowledge to better help their children in science at home. **Staff Responsible for Monitoring:** Science teachers, instructional coaches, administration **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

Key Action 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 6: By the end of May 2026, South Euless Elementary will host a Science Expo where 100% of 3rd-6th grade students will have the opportunity to engage in hands-on science experiments and present their findings. **Action's Expected Result/Impact:** Students will engage in hands-on science experiments and be able to use academic language to describe their results and learning. **Staff Responsible for Monitoring:** 3rd-6th science teachers, instructional coaches, administration **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 2: In 2025, 5th grade science students demonstrated a decline across approaches (-15%), meets (-20%), and masters (-6%) from DBA to STAAR. **Root Cause** : The 5th grade science teacher did not facilitate enough high-quality, hands-on learning experiences which intentionally allow students to interact with materials and apply their knowledge during investigations.

Priority 1: Student Success

Goal 2: Goal: By April 2026, 4th grade math teachers will embed at least two opportunities per concept for students to shift from visual to abstract reasoning in multi-step word problems, as shown in lesson plans, observations, resulting in 55% Meets grade level on unit tests (42% in 2025).

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal #1: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: 2023-2024 3rd grade STAAR results, 2024-2025 4th grade STAAR results, unit tests,

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By the end of each unit in 2025-2026, 4th grade math teachers will design and deliver gradual release lessons that include explicit transitions from visual to abstract reasoning, as documented in lesson plans and classroom activities, with evidence of student growth in problem-solving proficiency. **Action's Expected Result/Impact:** Students will gain a greater understanding of the concepts and have more success when solving multi-step word problems. **Staff Responsible for Monitoring:** 4th grade math teachers, math instructional coach, administration **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Throughout 2025-2026, 4th grade math teachers will attend bi-weekly PLCs with a coach and administrator to analyze student work and TEKS, resulting in documented intervention and reteach plans in PLC notes and lesson plans. **Action's Expected Result/Impact:** The 4th grade math teachers will gain a better understanding of the science curriculum, TEKS, and implementation of rigorous instruction and intervention based on student data outcomes. **Staff Responsible for Monitoring:** 4th grade math teachers, math instructional coach, administration **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: By the end of each unit, 100% of 4th grade students will share verbal and written explanations ("write a little, a lot") of how they solve multi-step problems, as measured by lesson plans, classroom observations, and student work samples, demonstrating growth in mathematical reasoning **Action's Expected Result/Impact:** Students will be able to use academic language in their speaking and writing about the math concepts resulting in greater achievement and growth. **Staff Responsible for Monitoring:** 4th grade math teachers, math instructional coach, administration **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: Throughout 2025-2026, 4th grade math teachers, coaches, students, and administration will track student progress toward math goals bi-weekly, using data to plan targeted interventions and extensions, documented in lesson plans and PLC notes, with evidence of growth in multi-step problem-solving performance. **Action's Expected Result/Impact:** Students will make progress toward and achieve their individual goals. **Staff Responsible for Monitoring:** 4th grade math teachers, math instructional coach, administration, interventionists **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

Key Action 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 5: Throughout the 2025-2026 school year, the instructional leadership team will conduct bi-weekly observations and coaching sessions to monitor the implementation of visual-to-abstract reasoning strategies in math instruction, with feedback documented in coaching notes and observation records. **Action's Expected Result/Impact:** Students will show growth in math. **Staff Responsible for Monitoring:** Instructional coaches, administration **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

Key Action 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 6: By the end of January 2026, South Euless Elementary will host a math family engagement event where 100% of families in attendance will engage in hands-on math learning opportunities as measured by event attendance and feedback surveys. **Action's Expected Result/Impact:** Families will gain knowledge and hands-on activities to reinforce math concepts at home. **Staff Responsible for Monitoring:** Math teachers, instructional coaches, administration **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3, 4				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Student Learning
Problem Statement 3: The 4th grade math cohort of students dropped 12% in Approaches and 6% in Meets from 3rd to 4th grade. **Root Cause**: The 4th grade math teachers did not provide enough explicit practice for students to transition from visual understanding to abstract reasoning when solving multi-step word problems.
Problem Statement 4: Only 32% of 4th grade math students and only 26% of 5th grade math students achieved their growth projection on the 2024-2025 math MAP assessment. **Root Cause**: Students did not receive adequate instruction in transitioning from procedural/ visual understanding to abstract/conceptual application in math when solving word problems.

Priority 1: Student Success

Goal 3: By May 2026, at least 50% of 5th grade students will meet or exceed their projected growth on MAP Math, supported by intervention, individual goal tracking, academic talk/writing opportunities, and formative teacher feedback, as measured by fall, winter, and spring MAP reports.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal #1: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: 2024-2025 MAP, 2024-2025 STAAR, classroom data

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By the end of each unit in 2025-2026, the 5th grade math teacher will design and deliver targeted lessons that move students from procedural solving to conceptual understanding with fractions, decimals, and mixed numbers, documented in lesson plans and classroom activities, with evidence of improved problem-solving performance. **Action's Expected Result/Impact:** Students will gain a greater knowledge and understanding of transitioning form procedural to conceptual understanding resulting in greater achievement and growth in math. **Staff Responsible for Monitoring:** 5th grade math teacher, math instructional coach, administration **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Throughout 2025-2026, the 5th grade math teacher will attend bi-weekly PLCs with a coach and administrator to analyze TEKS and student work, resulting in documented intervention and reteach plans in PLC notes and lesson plans. **Action's Expected Result/Impact:** The 5th grade math teacher will gain a better understanding of the science curriculum, TEKS, and implementation of rigorous instruction and intervention based on student data outcomes. **Staff Responsible for Monitoring:** 5th grade math teacher, math instructional coach, administration **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: By the end of each unit, 100% of 5th grade students will produce verbal and written explanations ("write a little, a lot") of their reasoning for solving multi-step math problems, as measured by lesson plans, classroom observations, and student work samples, demonstrating growth in mathematical reasoning. **Action's Expected Result/Impact:** Students will be able to use academic language verbally and in writing to describe their learning in math. **Staff Responsible for Monitoring:** 5th grade math teacher, instructional coaches, administration **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: Throughout 2025-2026, the 5th grade math teacher, coaches, students, and administration will track individual student MAP growth following each assessment, using data to plan targeted interventions and extensions, documented in lesson plans and PLC notes, with evidence of student progress toward projected MAP growth goals. **Action's Expected Result/Impact:** Students will make growth toward their individual goals. **Staff Responsible for Monitoring:** 5th grade math teacher, instructional coaches, administration, interventionists **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4				

Key Action 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 5: Throughout the 2025-2026 school year, the instructional leadership team will conduct bi-weekly observations and coaching sessions to monitor the use of conceptual math strategies, academic talk, and student goal tracking, with feedback documented in coaching notes and observation records. **Action's Expected Result/Impact:** The math teacher will intentionally plan lessons and targeted practice for transitioning from procedural to conceptual understanding resulting in better achievement and growth in math. **Staff Responsible for Monitoring:** 5th grade math teacher, instructional coaches, administration **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4				

Key Action 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 6: By the end of January 2026, South Euless Elementary will host a math family engagement event where 100% of families in attendance will engage in hands-on math learning opportunities as measured by attendance records and feedback surveys. **Action's Expected Result/Impact:** Families will gain a better understanding and hands-on activities to reinforce math concepts at home. **Staff Responsible for Monitoring:** Math teachers, instructional coaches, administration **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3, 4				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 3: The 4th grade math cohort of students dropped 12% in Approaches and 6% in Meets from 3rd to 4th grade. **Root Cause**: The 4th grade math teachers did not provide enough explicit practice for students to transition from visual understanding to abstract reasoning when solving multi-step word problems.
Problem Statement 4: Only 32% of 4th grade math students and only 26% of 5th grade math students achieved their growth projection on the 2024-2025 math MAP assessment. **Root Cause**: Students did not receive adequate instruction in transitioning from procedural/ visual understanding to abstract/conceptual application in math when solving word problems.

Priority 1: Student Success

Goal 4: Throughout the 2025-2026 school year, 4th grade reading teachers will provide targeted, explicit instruction in making connections between texts and selecting appropriate text evidence to support written claims, as documented in lesson plans and classroom observations, resulting in increased student writing proficiency as measured by writing samples and campus/district data.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal #1: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: 2024-2025 4th grade STAAR, 2023-2024 3rd grade STAAR, student work samples

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By the end of each unit in 2025-2026, 4th grade reading teachers will design and implement activities modeling how to make text-to-text connections and select relevant evidence, documented in lesson plans and classroom activities, with evidence of growth in student writing samples. **Action's Expected Result/Impact:** Students will gain a greater understanding and be able to make connections between texts and apply the knowledge to find relevant text evidence in a passage. **Staff Responsible for Monitoring:** 4th grade reading teachers, ELAR instructional coach, administration **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 5				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Throughout 2025-2026, 4th grade reading teachers will attend bi-weekly PLCs with a coach and administrator to analyze TEKS and student writing, resulting in documented reteach and intervention plans in PLC notes and lesson plans. **Action's Expected Result/Impact:** The 4th grade reading teachers will gain a better understanding of the science curriculum, TEKS, and implementation of rigorous instruction and intervention based on student data outcomes. **Staff Responsible for Monitoring:** 4th grade reading teachers, ELAR instructional coach, administration **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 5				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: Throughout 2025-2026, 4th grade reading teachers, coaches, students, and administration will track progress toward individual reading and writing goals following each SCR and ECR opportunity, using data to plan targeted interventions and extensions, documented in lesson plans and PLC notes, with evidence of improvement in student writing proficiency. **Action's Expected Result/Impact:** Students will make progress toward their individual goals. **Staff Responsible for Monitoring:** 4th grade reading teachers, instructional coaches, administration, interventionists **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 5				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: Throughout the 2025-2026 school year, the instructional leadership team will conduct bi-weekly classroom observations and coaching sessions to monitor implementation of explicit reading/writing strategies, with feedback documented in coaching notes and observation records. **Action's Expected Result/Impact:** Students will gain a better understanding through explicit practice of making connections and applying their knowledge finding relevant text evidence. **Staff Responsible for Monitoring:** Instructional coaches, administration **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 5				

Key Action 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 5: By the end of November 2025, South Euless Elementary will host a reading family engagement event where 100% of families in attendance will engage in high-yield reading and writing strategies. **Action's Expected Result/Impact:** Families will gain reading and writing strategies to reinforce at home. **Staff Responsible for Monitoring:** Reading teachers, instructional coaches, administration **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 5				

No Progress Accomplished Continue/Modify Discontinue

Goal 4 Problem Statements:

Student Learning
Problem Statement 5: Students are struggling to make connections across texts and provide relevant text evidence to support their claim. **Root Cause**: Teachers have not intentionally provided opportunities for students to build connections across texts and genres, thus limiting students' ability to make connections and select appropriate text evidence from the passage.

Priority 1: Student Success

Goal 5: By May 2026, at least 50% of 5th grade students will meet or exceed their projected growth on MAP Math, supported by intervention, individual goal tracking, academic talk/writing opportunities, and formative teacher feedback, as measured by fall, winter, and spring MAP reports.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal #1: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: Meets and Masters STAAR data, Lead4Ward Hoppers/Droppers, classroom data, lesson plans

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By December 2025, 100% of K-6 teachers will complete their required 30-hour GT course or annual 6-hour GT update, as documented in district PD transcripts, ensuring capacity to implement differentiated instruction for gifted learners. All Kindergarten through 6th grade teachers will complete their 30 hour GT course or appropriate 6-hour GT update in order to adequately provide extensions, acceleration, and depth/complexity activities in the classroom as measured by PD transcripts **Action's Expected Result/Impact:** All teachers will have their required GT training. **Staff Responsible for Monitoring:** Advanced Academics Specialist, administration, GT Department **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Beginning October 2025, the South Euless Advanced Academics teacher will provide rigor-building activities, extension opportunities, and higher-level questioning strategies to teachers at least once every six weeks, documented in knowledge-share resources and coaching logs, to support consistent differentiation for gifted learners. **Action's Expected Result/Impact:** Teachers will gain a better understanding of different strategies and ways to extend their lessons for GT students. **Staff Responsible for Monitoring:** Advanced Academics Specialist, administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: Following each MAP Growth assessment, the Advanced Academics teacher will review GT student performance data to monitor their progress, specifically looking at maintainers and hoppers at the Masters level, resulting in adjustment to teacher support, student interventions and extensions, as needed. **Action's Expected Result/Impact:** All GT students will maintain their performance status or hop to the next level. Students will not be droppers. **Staff Responsible for Monitoring:** Advanced Academics Teacher **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 5 Problem Statements:

Student Learning
Problem Statement 1: Students who have been identified as Gifted and Talented are not always receiving differentiated instruction including extensions and higher-order thinking in the general education classroom. **Root Cause**: Teachers lack the understanding and training for delivering differentiated instruction and extensions to meet the needs of the GT students.

Priority 2: Employee Success

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

HEB Independent School District

Spring Garden Elementary

2025-2026 Priorities/Goals/Key Actions

Mission Statement

The mission of Hurst-Euless-Bedford Independent School District is to provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Vision

Empowering Today to Excel Tomorrow

Value Statement

- Intentional: HEB ISD makes purposeful and strategic decisions.
- Respectful: HEB ISD recognizes value in everyone and their unique perspectives.
- Learner-centered: HEB ISD prioritizes learning for students, staff, and families.
- Responsible: HEB ISD fulfills its ethical and social obligations with integrity.
- Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Priorities

Priority 1: Student Success

Goal 1: Throughout the 2025-2026 school year, 100% of Spring Garden students will engage in daily opportunities to "think it, write it, share it" by recording their thinking in writing to open ended academic questions in all subjects as evidenced through journals, exit tickets, and classroom samples along with teacher lesson plans, with success measured by student growth on formative assessments.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal 1

Evaluation Data Sources: MAP Assessment Data, STAAR Assessment Data, Teacher Lesson Plans, Writing Journals, Exit Tickets

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Teachers will integrate daily open-ended academic questions across all subjects in which all students will think first, write their answer, and then share, "think it, write it, share it". **Action's Expected Result/Impact:** Students ability to understand the academic skill will grow. **Staff Responsible for Monitoring:** Teachers, Instructional Specialist, Administration				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: To partner with families, for the shared purpose of student success, Spring Garden will host a family engagement night in which all attending families will learn how to implement "think it, write it, share it" at home with their children.				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: Spring Garden will provide opportunities for families to engage in "think it, write it, share it" through open-ended academic questions in newsletters, social media, and the One Book One School family engagement activity. **Action's Expected Result/Impact:** Provide additional writing opportunities for students with home support. **Staff Responsible for Monitoring:** Administration, Instructional Specialist				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority 1: Student Success

Goal 2: Throughout the 2025-2026 school year, 100% of 4th grade math students will focus on mathematical fluency skills multiple times a week to increase the percentage of computations problems solved correctly as seen through growth on formative assessments.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Quality Indicator 1.1: Achieve Highest Academic Rating for the District

Evaluation Data Sources: Unit Test Assessments; MAP Math Assessments; STAAR Assessment;

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: 2nd through 6th grade math interventionists will practice computations with a focus on mathematical fluency during small groups to develop math confidence in the students. **Action's Expected Result/Impact:** Math computation strength **Staff Responsible for Monitoring:** Math Teachers, Instructional Specialist, Part-Time Academic Interventionists, Administration				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: 2nd through 6th grade math teachers will meet to analyze and discuss data for alignment of mathematical fluency skills and practice used at Spring Garden. **Action's Expected Result/Impact:** Alignment of mathematical fluency in math instruction. **Staff Responsible for Monitoring:** Math Teachers, Instructional Specialist, Administration				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority 1: Student Success

Goal 3: Throughout the 2025-2026 school year, 100% of first grade teachers will use targeted instruction through whole group phonics lessons, small group, and with interventionists for nonsense word fluency using district phonics curriculum, Heggerty, and focused phonemic awareness activities for the purpose of increasing student achievement on NWF targets on DIBELS.

Quality Indicator: Student Success: Early Literacy and Numeracy

District Goal Alignment: Quality Indicator 1.2B: 100% of K-2 students will meet EOY targets as defined by early reading assessment instruments.

Evaluation Data Sources: Lesson Plans, Observation Walkthroughs, PLC discussions, DIBELS results

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Kindergarten through 2nd grade reading teachers will attend district IP meetings for the purpose of learning how to best utilize the new Phonics curriculum. **Action's Expected Result/Impact:** Clarity of Instructional Planning **Staff Responsible for Monitoring:** Kindergarten, 1st Grade, 2nd Grade Teachers, Instructional Specialist, Administration				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Interventionists and classroom teachers will utilize phonemic awareness activities during centers, small group, and with interventionist to build foundational language skills. **Action's Expected Result/Impact:** Strength in foundation of literacy skills **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Specialist, Administration, Part-Time Interventionists				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: Prekindergarten students will complete their study of the alphabet with a family engagement celebration to promote their letter knowledge and foundation for reading. **Action's Expected Result/Impact:** Family Engagement, Student Phonological Foundation **Staff Responsible for Monitoring:** Prekindergarten Teachers and Assistant Teachers, Administration, Instructional Specialist				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority 1: Student Success

Goal 4: By the end of the 2025-2026 school year, 100% of classroom teachers with identified GT students will implement at least two differentiated instructional strategies per six weeks for their identified Gifted and Talented (GT) students, as documented in lesson plans and confirmed by student work.

Quality Indicator: Student Success: Federal Accountability

District Goal Alignment: 90% or more of the performance measures in the Texas State Plan for the Education of Gifted/Talented students will meet the accountability standard.

Evaluation Data Sources: Texas State Plan for the Education of Gifted/Talented checklist.

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: 100% of staff will receive professional development on Gifted and Talented differentiated strategies. In addition, expectations and examples of effective differentiated strategies and appropriate documentation will be shared. **Action's Expected Result/Impact:** Teachers will have a better understanding of differentiated strategies to ultilize with identified gifted and talented students. **Staff Responsible for Monitoring:** Classroom teacher, Instructional Specialist, Administration				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority 2: Employee Success

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

HEB Independent School District

Stonegate Elementary

2025-2026 Priorities/Goals/Key Actions

Mission Statement

District Mission Statement:

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Stonegate Mission Statement:

We will create and promote a school environment that maintains high expectations in Service, Character, Scholarship, Unity and Leadership.

Vision

Empowering Today to Excel Tomorrow

Value Statement

Core Values

♦ Intentional: HEB ISD makes purposeful and strategic decisions.

♦ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.

♦ Learner-centered: HEB ISD prioritizes learning for students, staff, and families.

♦ Responsible: HEB ISD fulfills its ethical and social obligations with integrity.

♦ Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Priorities

Priority 1: Student Success

Goal 1: By May 2026, at least 75% of 2nd grade students will demonstrate automaticity in blending phonemes to produce whole words, ensuring fluency readiness for STAAR Meets/Masters, as measured by DIBELS and phonics screeners, through systematic phonics instruction and scaffolded intervention.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English and/or Spanish

Evaluation Data Sources: DIBELS, District Phonics Screeners, Classroom Assessments

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Teachers will deliver daily phonics lessons using systematic, explicit instruction based on the new curriculum. **Action's Expected Result/Impact:** Students will demonstrate improved phonics knowledge and decoding skills, leading to at least 80% of students meeting grade-level benchmarks on district literacy assessments. **Staff Responsible for Monitoring:** Classroom Teachers, Campus Administrators, Instructional Specialists **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 3				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Teachers will monitor progress based on the progress monitoring calendar provided to teachers using DIBELS and adjust interventions as needed. **Action's Expected Result/Impact:** Students identified as at-risk will show steady progress toward grade-level literacy goals, with intervention adjustments documented and reflected in DIBELS growth data. **Staff Responsible for Monitoring:** Classroom Teachers, RtI Coordinators, Campus Administrators **Title I:** 2.51, 2.53 **Problem Statements:** Student Learning 1, 3				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: During bi-weekly PLC meetings, campus instructional specialists will provide coaching and professional development on blending and automaticity strategies. **Action's Expected Result/Impact:** Teachers will implement blending and automaticity strategies with fidelity, resulting in increased fluency scores and greater reading automaticity among K-2 students. **Staff Responsible for Monitoring:** Instructional Specialists, Campus Administrators **Title I:** 2.51, 2.53 **Problem Statements:** Student Learning 1, 3				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: Campus will engage parents with a Reading Strategies Night in December focused on fluency, comprehension, and at-home support techniques. **Action's Expected Result/Impact:** Parent participation will increase understanding of reading strategies, leading to stronger at-home reinforcement and improved student performance in fluency and comprehension, as measured by DIBELS and campus literacy assessments. **Staff Responsible for Monitoring:** Campus Administrators, Instructional Specialists, Reading/ELA Teachers **Title I:** 2.51, 2.53 **Problem Statements:** Student Learning 1, 3				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: High-need subgroups show vocabulary/fluency deficits leading to poor assessment results. **Root Cause**: Limited exposure at home + lack of targeted vertical supports and instructional techniques. Connection to Closing the Gaps
Problem Statement 3: Students struggle to move from letter sounds to blending and producing words. **Root Cause**: Inconsistent implementation of systematic, explicit phonics instruction and scaffolding.

Priority 1: Student Success

Goal 2: By the end of the 2025-2026 school year, students will demonstrate measurable growth in Algebraic Thinking on MAP assessments and unit assessments, with at least 50% of students showing growth at or above their projected MAP growth target.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All Students will achieve Meets Grade Level or higher on the STAAR.

Evaluation Data Sources: STAAR Math, MAP Math Assessments, TEKS Tracker

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Math Teachers will provide explicit instruction on multi-step problem solving twice weekly in lessons and warm-ups. **Action's Expected Result/Impact:** Students will strengthen problem-solving skills and demonstrate at least a 10% increase in accuracy on multi-step problem items on campus and district assessments.. **Staff Responsible for Monitoring:** Math Teachers, Campus Administrators, Instructional Specialists **Title I:** 2.51, 2.53 **Problem Statements:** Demographics 1 - Student Learning 2, 5				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Teachers will use the TEKS Tracker to analyze multi-step problem performance and will make necessary adjustments following each data analysis. **Action's Expected Result/Impact:** Instructional adjustments based on TEKS Tracker data will result in measurable growth for students, with 80% of students showing improved performance on multi-step problems by the end of the year. **Staff Responsible for Monitoring:** Math Teachers,Campus Administrators **Title I:** 2.51, 2.53 **Problem Statements:** Demographics 1 - Student Learning 2, 5				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: Instructional specialists will lead vertical alignment meetings once a six weeks with 3rd - 6th grade math teachers to ensure consistency with academic vocabulary and strategies across grade levels. **Action's Expected Result/Impact:** Improved instructional alignment will reduce gaps in student readiness, leading to greater student success in transitioning from elementary to middle school math, as reflected in unit assessment scores. **Staff Responsible for Monitoring:** Instructional Specialists, Math Teachers, Campus Administrators **Title I:** 2.51, 2.53 **Problem Statements:** Demographics 1 - Student Learning 2, 5				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: Campus will engage parents with a Math Strategies Night in October focused on problem-solving techniques. **Action's Expected Result/Impact:** Parent participation will increase understanding of problem-solving strategies, resulting in more consistent at-home support and improved student performance on multi-step problems. **Staff Responsible for Monitoring:** Campus Administrators, Instructional Specialists, Math Teachers **Title I:** 2.51, 2.53 **Problem Statements:** Demographics 1 - Student Learning 2, 5				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Demographics
Problem Statement 1: SPED, LEP, and ED subgroups across 3rd-6th grade show persistent deficits in vocabulary, fluency, and comprehension, leading to low performance on MAP and STAAR assessments. **Root Cause**: Students have limited vocabulary exposure at home, face language barriers, and receive inconsistent targeted instructional techniques and vertical alignment supports, resulting in significant reading gaps.

Student Learning
Problem Statement 2: Students are unable to solve multistep word problems independently. **Root Cause**: Lack of academic vocabulary and prior knowledge needed to navigate complex problems.
Problem Statement 5: Students in 2nd-3rd grade struggle with solving multistep math word problems, particularly when faced with unfamiliar problem types. **Root Cause**: Students lack exposure to academic and complex vocabulary in books, articles, and conversations, which limits their comprehension and ability to independently navigate problem-solving processes.

Priority 1: Student Success

Goal 3: By May 2026, at least 70% of Pre-K students will score at the green level on the CLI Rapid Vocabulary Naming (RVN) assessment through daily RVN practice and progressively reduced response times, as measured by CLI MOY and EOY benchmarks.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All Pre-Kindergarten (Pre-K) students will meet end-of-year targets as defined by PreK assessment instruments in English and/or Spanish.

Evaluation Data Sources: CLI MOY/EOY Benchmarks, Classroom Progress Monitoring, Teacher Lesson Plans

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Teachers will implement daily RVN (Rapid Vocabulary Naming) practice with structured prompts and track progress each six weeks. **Action's Expected Result/Impact:** Students will increase fluency and accuracy in rapid vocabulary recall, as shown by weekly monitoring and growth trends over the semester. **Staff Responsible for Monitoring:** Pre-K Teachers, RLA Inst. Specialist, Campus Administration **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** Student Learning 3				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Teachers will reduce student response time requirements incrementally and document growth each six weeks. **Action's Expected Result/Impact:** Students will build fluency and automaticity, improving readiness for foundational literacy and STAAR-aligned skills, as evidenced by progress monitoring records. **Staff Responsible for Monitoring:** Pre-K Teachers, RLA Inst. Specialist, Campus Administration **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** Student Learning 3				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: Campus will engage parents in learning about vocabulary and reading fluency strategies for home practice in the Fall Semester. **Action's Expected Result/Impact:** Family engagement will strengthen at-home literacy support, contributing to improved student fluency and vocabulary development. **Staff Responsible for Monitoring:** Pre-K Teachers, RLA Inst. Specialist, Campus Administration **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** Student Learning 3				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 3: Students struggle to move from letter sounds to blending and producing words. **Root Cause**: Inconsistent implementation of systematic, explicit phonics instruction and scaffolding.

Priority 2: Employee Success

Goal 1: By May 2026, 100% of teachers assigned to serve identified GT students will complete the required 30-hour GT Core training and maintain annual 6-hour GT update hours, as documented in Eduphoria and district records.

Quality Indicator: Employee Success: Employee Engagement and Retention

District Goal Alignment: 90% or more of the performance measures in the Texas State Plan for the Education of Gifted/Talented Students will meet the accountability standard.

Evaluation Data Sources: Eduphoria Professional Learning Reports, District GT Compliance Records, Campus Training Logs

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Campus administration and the GT specialist will run a compliance report each semester to identify teachers needing initial 30-hour GT Core training or annual 6-hour updates. **Action's Expected Result/Impact:** Accurate identification of training needs will ensure all teachers meet GT compliance requirements within the required timelines. **Staff Responsible for Monitoring:** Campus Administrators, GT Specialist **Problem Statements:** Demographics 1 - Student Learning 1				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Teachers who still need GT training will be registered for district-offered GT Core sessions or online modules by the end of the year. **Action's Expected Result/Impact:** Timely registration will allow teachers to complete required training hours and prevent compliance gaps. **Staff Responsible for Monitoring:** GT Specialist, Campus Administrators **Problem Statements:** Demographics 1 - Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Demographics

Problem Statement 1: SPED, LEP, and ED subgroups across 3rd-6th grade show persistent deficits in vocabulary, fluency, and comprehension, leading to low performance on MAP and STAAR assessments. **Root Cause**: Students have limited vocabulary exposure at home, face language barriers, and receive inconsistent targeted instructional techniques and vertical alignment supports, resulting in significant reading gaps.

Student Learning

Problem Statement 1: High-need subgroups show vocabulary/fluency deficits leading to poor assessment results. **Root Cause**: Limited exposure at home + lack of targeted vertical supports and instructional techniques. Connection to Closing the Gaps

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

HEB Independent School District

Trinity Lakes at West Hurst

2025-2026 Priorities/Goals/Key Actions



Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Vision

Empowering Today to Excel Tomorrow

Value Statement

Core Values:

♦ Intentional: HEB ISD makes purposeful and strategic decisions.

♦ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.

♦ Learner-centered: HEB ISD prioritizes learning for students, staff, and families.

♦ Responsible: HEB ISD fulfills its ethical and social obligations with integrity.

♦ Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Priorities

Priority 1: Student Success

Goal 1: By May 2026, at least 55% of 5th grade students will meet or exceed projected growth on the Spring MAP Math assessment through targeted small-group instruction, individual student goal tracking, and consistent formative feedback.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: Math STAAR
Math DBA
Classroom formative assessments
Math MAP
Lesson Plans

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: The 5th grade teacher will monitor growth toward individual student goals by having students complete a Unit Test Reflection to track progress and set improvement goals, and will review progress with each student at least once every 3 weeks as documented in student goal-setting logs. **Action's Expected Result/Impact:** The 5th Grade Teacher will be able to close achievement gaps by targeting specific TEKS skills in small groups. **Staff Responsible for Monitoring:** Classroom teacher, IS, Administration **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: During bi-weekly PLCs, the 5th grade teacher and instructional leadership team will plan Tier 1 and Tier 2 instruction focused on high-leverage TEKS, rigorous independent practice, and targeted interventions as measured by bi-weekly PLC agendas. **Action's Expected Result/Impact:** Students will show greater mastery of high-leverage TEKS because instruction is purposefully aligned. **Staff Responsible for Monitoring:** Classroom Teacher, IS, Administration **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: The 5th grade teacher will provide formative feedback in at least 80% of observed lessons, as evidenced by demonstrating at least 3 of the 5 formative feedback indicators on the TLE Student Engagement and Formative Feedback Form. **Action's Expected Result/Impact:** Students will show increased engagement and achievement through timely, specific formative feedback. **Staff Responsible for Monitoring:** Classroom Teacher, IS, Administration **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: The instructional leadership team will conduct monthly instructional rounds, deliver feedback to teachers within 48 hours, and record evidence of student engagement and formative feedback strategies in the TLE Student Engagement and Formative Feedback Form. **Action's Expected Result/Impact:** Students will show increased engagement and achievement through timely, specific formative feedback. **Staff Responsible for Monitoring:** Classroom Teacher, IS, Administration **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2, 3, 4				

Key Action 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 5: Every two months, the instructional leadership team will align at least 2 TLE YAG engagement strategies with PLC training and document them in 100% of corresponding PLC agendas. **Action's Expected Result/Impact:** Teachers will consistently implement aligned engagement strategies in daily instruction, resulting in greater student participation, stronger connections to the TEKS, and improved academic performance. **Staff Responsible for Monitoring:** Classroom Teacher, IS, Administration, Advanced Academic Specialist **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2, 3, 4				

Key Action 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 6: By the end of October 2025, Trinity Lakes Elementary will host a Math Night. **Action's Expected Result/Impact:** Parents/families will leave the family engagement event with activities to practice math concepts at home. **Staff Responsible for Monitoring:** Classroom Teacher, IS, Administration, Parents **TEA Priorities:** Build a foundation of reading and math				

Key Action 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 7: 100% of Kindergarten - 6th teachers will participate in Instructional Planning Days with the Instructional Specialists and Admin. Team throughout the 25-26 school year. **Action's Expected Result/Impact:** Teachers will review student data, plan targeted interventions, and establish individual student goals in order to strengthen instructional practices and promote student growth. **Staff Responsible for Monitoring:** Classroom Teacher, IS, Administration **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Student Learning

Problem Statement 1: In 24-25, 5th Grade Math STAAR Data was 42% Meets and 19% Masters. **Root Cause**: Students need more explicit instruction in using strategies to understand and navigate the steps involved in solving multi-step problems.

Problem Statement 2: In 24-25, 3rd Grade Math STAAR Data was 51% Meets and 13% Masters. **Root Cause**: Students need more explicit instruction in using strategies to understand and navigate the steps involved in solving multi-step problems.

Problem Statement 3: In 24-25, 5th Grade Science STAAR Data was 32% Meets and 12% Masters. **Root Cause**: Students need more explicit instruction in applying learning from labs to independent practice.

Problem Statement 4: In 24-25, Kinder DIBELS Composite was 68%. **Root Cause**: Students have difficulty decoding unfamiliar words with regular and irregular spelling patterns.

Priority 1: Student Success

Goal 2: Throughout the 2025-2026 school year, 5th grade science students will complete at least one independent activity per unit that extends the lab and applies the learning concept, as shown in their work samples and lesson plans.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Priority 1: Student Success

Evaluation Data Sources: Science STAAR
Science DBA
Classroom formative assessments
Lesson plans

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: The 5th Grade Teacher will design at least one independent practice task per unit that applies the core learning concept from the lab. **Action's Expected Result/Impact:** Students will deepen their understanding and transfer of core concepts by applying learning independently, leading to greater retention and improved performance on assessments. **Staff Responsible for Monitoring:** Classroom teacher, IS, Administration **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: During bi-weekly PLCs, the 5th grade teacher and instructional leadership team will plan Tier 1 and Tier 2 instruction focused on high-leverage TEKS, rigorous independent practice, and targeted interventions as measured by bi-weekly PLC agendas. **Action's Expected Result/Impact:** Students will show greater mastery of high-leverage TEKS because instruction is purposefully aligned. **Staff Responsible for Monitoring:** Classroom teacher, IS, Administration **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: By the end of March 2026, Trinity Lakes Elementary will host a Science Night. **Action's Expected Result/Impact:** Parents/families will leave the family engagement event with activities to practice math concepts at home. **Staff Responsible for Monitoring:** Classroom teacher, IS, Administration **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: The 5th grade teacher will provide formative feedback in at least 80% of observed lessons, as evidenced by demonstrating at least 3 of the 5 formative feedback indicators on the TLE Student Engagement and Formative Feedback Form. **Action's Expected Result/Impact:** Students will show increased engagement and achievement through timely, specific formative feedback. **Staff Responsible for Monitoring:** Classroom Teacher, IS, Administration **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1				

Key Action 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 5: The instructional leadership team will conduct monthly instructional rounds, deliver feedback to teachers within 48 hours, and record evidence of student engagement and formative feedback strategies in the TLE Student Engagement and Formative Feedback Form. **Action's Expected Result/Impact:** Students will show increased engagement and achievement through timely, specific formative feedback. **Staff Responsible for Monitoring:** Classroom Teacher, IS, Administration **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2, 3, 4				

Key Action 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 6: Every two months, the instructional leadership team will align at least 2 TLE YAG engagement strategies with PLC training and document them in 100% of corresponding PLC agendas. **Action's Expected Result/Impact:** Teachers will consistently implement aligned engagement strategies in daily instruction, resulting in greater student participation, stronger connections to the TEKS, and improved academic performance. **Staff Responsible for Monitoring:** Classroom Teacher, IS, Administration, Advanced Academic Specialist **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2, 3, 4				

Key Action 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 7: The 5th grade Science teacher will participate in an Instructional Planning Day with the Instructional Specialists and Admin. Team on March 26, 2026. **Action's Expected Result/Impact:** Teacher will review student data, plan targeted interventions, and establish individual student goals in order to strengthen instructional practices and promote student growth. **Staff Responsible for Monitoring:** Classroom Teacher, IS, Administration **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Student Learning
Problem Statement 1: In 24-25, 5th Grade Math STAAR Data was 42% Meets and 19% Masters. **Root Cause**: Students need more explicit instruction in using strategies to understand and navigate the steps involved in solving multi-step problems.
Problem Statement 2: In 24-25, 3rd Grade Math STAAR Data was 51% Meets and 13% Masters. **Root Cause**: Students need more explicit instruction in using strategies to understand and navigate the steps involved in solving multi-step problems.
Problem Statement 3: In 24-25, 5th Grade Science STAAR Data was 32% Meets and 12% Masters. **Root Cause**: Students need more explicit instruction in applying learning from labs to independent practice.
Problem Statement 4: In 24-25, Kinder DIBELS Composite was 68%. **Root Cause**: Students have difficulty decoding unfamiliar words with regular and irregular spelling patterns.

Priority 1: Student Success

Goal 3: Throughout the 2025-2026 school year, Kindergarten students will receive explicit instruction and practice in phonics skills utilizing the newly adopted district curriculum, so that at least 80% of students demonstrate growth from BOY to EOY DIBELS.

District Goal Alignment: Priority 1: Student Success

Evaluation Data Sources: Classroom Formative Assessments
DIBELS
Lesson plans

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Kinder teachers will deliver daily, explicit phonics lessons using the district-adopted curriculum with fidelity as measured by classroom observations and lesson plan documentation. **Action's Expected Result/Impact:** Students will develop strong foundational phonics skills, leading to improved decoding, reading fluency, and overall literacy achievement. **Staff Responsible for Monitoring:** Classroom teacher, IS, Administration **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 4				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Kinder students will engage in small-group and independent practice of targeted phonics skills aligned to individual needs. **Action's Expected Result/Impact:** Students will strengthen phonics proficiency through targeted practice, resulting in improved decoding, reading fluency, and overall early literacy growth. **Staff Responsible for Monitoring:** Classroom teacher, IS, Administration **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 4				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: Kinder teachers will monitor student progress through regular DIBELS checkpoints according to district protocol and adjust instruction and interventions accordingly. **Action's Expected Result/Impact:** DIBELS progress monitoring data will show consistent growth for all students, with interventions documented and adjusted as needed for those below benchmark. **Staff Responsible for Monitoring:** Classroom teacher, IS, Administration **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 4				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: 100% of Kindergarten teachers will participate in Instructional Planning Days with the Instructional Specialists and Admin. Team on October 1, 2025 or October 2, 2025 and February 3, 2026 or February 5, 2026. **Action's Expected Result/Impact:** Teachers will review student data, plan targeted interventions, and establish individual student goals in order to strengthen instructional practices and promote student growth. **Staff Responsible for Monitoring:** Classroom Teacher, IS, Administration **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 4				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 4: In 24-25, Kinder DIBELS Composite was 68%. **Root Cause**: Students have difficulty decoding unfamiliar words with regular and irregular spelling patterns.

Priority 1: Student Success

Goal 4: Throughout the 2025-2026 school year, 100% of Kinder-6th teachers will provide opportunities for enrichment and extension beyond the curriculum at least once per unit.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Priority 1: Student Success

Evaluation Data Sources: Math, Reading, and Science STAAR
Math, Reading, and Science DBA
Classroom Formative Assessments
Math and Reading MAP
DIBELS
Lesson plans

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: The GT Specialist will provide one professional learning session by December 2025 on appropriate enrichment and extension strategies for Kinder-6th Grade teachers. Evidence will include the training agenda, teacher sign-in sheet, and feedback survey, with at least 90% of participants implementing one strategy observed in lesson plans or walkthroughs within the following grading period. **Action's Expected Result/Impact:** Individual student growth - MAP Student engagement Masters level achievement **Staff Responsible for Monitoring:** Classroom teacher, GT specialist, IS, Administration **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2, 3				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: During bi-weekly PLCs, teachers and instructional leaders will collaboratively plan at least one GT extension activity designed to enrich or accelerate instruction. Evidence of planned extensions will be documented in PLC agendas/minutes and reflected in subsequent lesson plans. **Action's Expected Result/Impact:** Student engagement Masters level achievement **Staff Responsible for Monitoring:** Classroom teacher, GT specialist, IS, Administration **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2, 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4 Problem Statements:

Student Learning
Problem Statement 1: In 24-25, 5th Grade Math STAAR Data was 42% Meets and 19% Masters. **Root Cause**: Students need more explicit instruction in using strategies to understand and navigate the steps involved in solving multi-step problems.
Problem Statement 2: In 24-25, 3rd Grade Math STAAR Data was 51% Meets and 13% Masters. **Root Cause**: Students need more explicit instruction in using strategies to understand and navigate the steps involved in solving multi-step problems.
Problem Statement 3: In 24-25, 5th Grade Science STAAR Data was 32% Meets and 12% Masters. **Root Cause**: Students need more explicit instruction in applying learning from labs to independent practice.

Priority 2: Employee Success

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

HEB Independent School District

Viridian Elementary

2025-2026 Priorities/Goals/Key Actions



Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Vision

Empowering Today to Excel Tomorrow

Value Statement

Core Values:

♦ Intentional: HEB ISD makes purposeful and strategic decisions.

♦ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.

♦ Learner-centered: HEB ISD prioritizes learning for students, staff, and families.

♦ Responsible: HEB ISD fulfills its ethical and social obligations with integrity.

♦ Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

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Priorities

Priority 1: Student Success

Goal 1: Throughout the 2025-2026 school year, the fifth grade science teachers will increase science vocabulary and mastery of analysis type questions as measured by a STAAR 2026 Meets cumulative score of 65% or above.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: Gr. 5 Science CFA's, Gr. 5 Science DBA, Gr. 5 Science STAAR, Texas Academic Performance Report

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: T-TESS Observations, Walk-thru's, Instructional Rounds, and LTEP Student Work Sweeps will be used to monitor the implementation of science labs/demonstration lessons at least one time per unit. **Action's Expected Result/Impact:** Teachers will follow through with science labs provided by the HEB ISD Curriculum; therefore, students will have increased hands-on experiences that will help them make real world connections and increase their science vocabulary. **Staff Responsible for Monitoring:** Gr. 5 Science Teachers, Teacher Instructional Coach, Language Acquisition Coach, Administrators				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Fifth grade science teachers will enter the dates/times of all hands-on science labs and demonstration lessons into the instructional leadership team spreadsheet at least one week prior to each lab/lesson. **Action's Expected Result/Impact:** Teachers will follow through with science labs provided by the HEB ISD Curriculum; therefore, students will have increased hands-on experiences that will help them make real world connections and increase their science vocabulary. **Staff Responsible for Monitoring:** Gr. 5 Science Teachers, Administrators, Academic Coaches				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: Fifth Grade Science Teachers will enter student science data (common assessments, unit tests, DBA data) into the school-wide spreadsheet prior to each data analysis meeting. **Action's Expected Result/Impact:** Teachers will be more prepared to set goals with students and to provide and/or request support when students are not making adequate progress. **Staff Responsible for Monitoring:** Administrators, Academic Coaches				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority 1: Student Success

Goal 2: Throughout the 2025-2026 school year, fifth grade math teachers will participate in LTEP planning PLC's in order to unpack the student expectation, create know/show charts, analyze STAAR released questions, and create exemplar exit tickets in order to increase mastery of the TEKS resulting in an increase in Gr. 5 STAAR Masters Scores to 48% or above.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: LTEP Action Tracker, Gr. 5 Math Exit Tickets/Common Assessments, Gr. 5 Math Unit Tests, Gr. 5 Math MAP Assessment, Gr. 5 Math STAAR, Texas Academic Performance Report

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: T-TESS Observations, Walk-thru's, Instructional Rounds, and LTEP Student Work Sweeps will be used to monitor the implementation of formative feedback and/or a variety of thinking strategies to increase rigor and support student thinking at least one time per unit. **Action's Expected Result/Impact:** Gr. 5 Math Teachers will receive more frequent feedback as it relates to implementing formative feedback and other higher order thinking strategies to support student thinking. **Staff Responsible for Monitoring:** Gr. 5 Math Teachers, Teacher Instructional Coach, Language Acquisition Coach, Administrators				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Fifth Grade Math Teachers will enter student math data (common assessments, unit tests, DBA Data, MAP data) into the school-wide spreadsheet prior to each data analysis meeting. **Action's Expected Result/Impact:** Teachers will be more prepared to set goals with students and to provide and/or request support when students are not making adequate progress. **Staff Responsible for Monitoring:** Administrators, Academic Coaches				

No Progress Accomplished Continue/Modify Discontinue

Priority 1: Student Success

Goal 3: Teachers will be adequately prepared to effectively teach Gifted and Talented students to apply depth and complexity learned during advanced academics to other subject areas. The percentage of teachers serving gifted and talented students who have completed the required 30 GT CORE hours or the annual update will increase to 100%.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: HEB ISD 2025 Fall Parent Survey; Reading and Math MAP Scores, Reading, Math, & Science STAAR Scores, Texas Academic Performance Report

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By April 2026, 100% of Viridian teachers who are serving gifted and talented students will complete the required 30 GT CORE hours or the annual update. **Action's Expected Result/Impact:** All teachers of gifted students will have received the proper training to best meet the academic needs of gifted and talented students. **Staff Responsible for Monitoring:** Advanced Academics Teacher, Administrators, Advanced Academics Coordinator				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority 2: Employee Success

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

HEB Independent School District

Wilshire Elementary

2025-2026 Priorities/Goals/Key Actions



Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Wilshire will offer a safe, healthy, nurturing learning environment where all students will show academic growth.

Vision

Empowering Today to Excel Tomorrow

Wilshire Vision: Wilshire Will Excel

Value Statement

♦ Intentional: HEB ISD makes purposeful and strategic decisions.

♦ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.

♦ Learner-centered: HEB ISD prioritizes learning for students, staff, and families.

♦ Responsible: HEB ISD fulfills its ethical and social obligations with integrity.

♦ Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities:

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Priorities

Priority 1: Student Success

Goal 1: By the end of the 25-26 school year, 100% of classroom teachers with identified GT students will implement at least two differentiated instructional strategies per six weeks for their identified Gifted and Talented (GT) students, as documented in lesson plans and confirmed by student work.

Quality Indicator: Student Success: Federal Accountability

District Goal Alignment: 90% or more of the performance measures in the Texas State Plan for the Education of Gifted/Talented students will meet the accountability standard.

Evaluation Data Sources: Texas State Plan for the Education of Gifted/Talented checklist.

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: 100% of staff will receive professional development by our QUEST teacher on Gifted and Talented differentiation strategies during the second six weeks. In addition, expectations and examples of effective differentiated strategies and appropriate documentation will be shared at the end of each six weeks. **Action's Expected Result/Impact:** Teachers will have a better understanding of differentiated strategies to utilize with identified gifted and talented students. **Staff Responsible for Monitoring:** Classroom teacher, Instructional Specialist, Administration **Title I:** 2.52 **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Every six weeks, Administrators and Advanced Academics teacher will review lesson plans, conduct classroom walkthroughs, and collect student work samples to monitor and support effective implementation of Gifted and Talented differentiation strategies. **Action's Expected Result/Impact:** Teachers will implement differentiation strategies with fidelity which will increase achievement. **Staff Responsible for Monitoring:** Classroom teacher, Instructional Specialist, Administration **Title I:** 2.51, 2.52 **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: The QUEST teacher will provide grade level teachers with feedback and coaching at the end of each six weeks where differentiation is lacking, while also celebrating successes and sharing exemplar practices school-wide. **Action's Expected Result/Impact:** Teachers will implement differentiation strategies with fidelity which will increase achievement. **Staff Responsible for Monitoring:** Classroom teacher, Instructional Specialist, Administration **Title I:** 2.51, 2.52 **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

No Progress Accomplished Continue/Modify Discontinue

Priority 1: Student Success

Goal 2: Throughout the 25-26 school year, fourth-grade students will strengthen their problem-solving skills by accurately sequencing the steps of multi-step word problems and clearly explaining their reasoning in writing, using appropriate mathematical language and operations to increase performance from 3rd grade STAAR to 4th grade DBA.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas of Academic Readiness (STAAR).

Evaluation Data Sources: Math MAP, Math STAAR

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Grade 4 teachers and the campus leadership team will meet during bi-weekly PLCs to create exemplars, discuss and refine instructional strategies that support students' written responses in the "My Thinking" portion of the 4 Ways Map for multi-step problems in the upcoming unit, ensuring alignment with the district curriculum and assessments (The Problem, Model, Equation, and My Thinking). **Action's Expected Result/Impact:** Grade 4 students will show an increase on their performance during Math MAP BOY, MOY to EOY's on multi-step problem's standards within the instructional area computations and algebraic relationships. **Staff Responsible for Monitoring:** Instructional Specialist, Classroom Teachers, Administration **Title I:** 2.51, 2.53				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Teachers will utilize the 4 Ways Map and model the "My Thinking" portion of multi-step word problems twice weekly during the Problem of the Day, and provide ongoing formative feedback once per unit, which will be documented on a campus tracking sheet. During the PLCs, the teacher and leadership team will be monitoring the campus tracking sheet and analyzing student work samples at the end of each unit. **Action's Expected Result/Impact:** Grade 4 students will show an increase on their performance during Math MAP BOY, MOY to EOY's on multi-step problem's standards within the instructional area computations and algebraic relationships. **Staff Responsible for Monitoring:** Instructional Specialist, Classroom Teachers, Administration **Title I:** 2.51, 2.53				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: Parents will receive training and materials, along with participating in activities during the spring math night to practice the implementation of writing their thinking process when solving multi-step word problems at home with the provided resources. **Action's Expected Result/Impact:** Grade 4 students will show an increase on their performance during Math MAP BOY, MOY to EOY's on multi-step problem's standards within the instructional area computations and algebraic relationships. **Staff Responsible for Monitoring:** Instructional Specialist, Classroom Teachers, Administration **Title I:** 2.51, 2.53				

No Progress Accomplished Continue/Modify Discontinue

Priority 1: Student Success

Goal 3: In the 2025-2026 school year, all first grade teachers will implement the Sadlier Phonics Curriculum daily, with student progress monitored through the Cumulative Quick Checks within the Sadlier program and DIBELS.

Quality Indicator: Student Success: Early Literacy and Numeracy

District Goal Alignment: All Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English and/or Spanish.

Evaluation Data Sources: DIBELS, Sadlier Phonics Decoding Assessments

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: All K-2 teachers will meet in bi-weekly PLC meetings with the IS and administration to build teacher efficacy in phonics and phonemic awareness. **Action's Expected Result/Impact:** Students will increase in foundational phonics skills. **Staff Responsible for Monitoring:** K-2 classroom teachers, Instructional Specialist, Administration **Title I:** 2.51, 2.53				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: During the fall reading night, parents will gain an understanding in how to notice patterns in words and build an understanding of phonics awareness strategies to support their child when reading at home. **Action's Expected Result/Impact:** Providing parents with the support of phonics at home will impact student learning. **Staff Responsible for Monitoring:** Classroom teachers, instructional specialist, administration **Title I:** 2.51, 2.53				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: Teachers will deliver daily instruction using the Sadlier Phonics curriculum, monitor progress through monthly cumulative assessments, and provide targeted small group instruction driven by data collected. **Action's Expected Result/Impact:** Students will show mastery on monthly decodable assessments. **Staff Responsible for Monitoring:** Classroom teacher, instructional specialist, administration, interventionists **Title I:** 2.51, 2.53				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority 1: Student Success

Goal 4: In the 25-26 school year, all 3-6 grade level teachers will implement the QA12345 strategy, that was provided during the beginning of the year training, at least once per genre study during writing instruction to support students in crafting in-depth responses to Short Constructed Responses (SCRs) and Extended Constructed Responses (ECRs).

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: Curriculum-based assessments, and Reading STAAR

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Teachers will meet bi-weekly in PLCs to discuss curriculum genres, plan for aligned ECRs using QA12345 strategies, and collaboratively analyze student ECR work to identify strengths, address misconceptions, and plan targeted instructional next steps. **Action's Expected Result/Impact:** Increase score on SCRs and ECRs **Staff Responsible for Monitoring:** Classroom teacher, instructional specialist, administration **Title I:** 2.51, 2.53				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Teachers will embed an ECR task into each unit assessment to provide consistent practice with applying writing skills across genres with a focus on the Expression of Ideas within STAAR rubric. **Action's Expected Result/Impact:** Increased ECR scores **Staff Responsible for Monitoring:** Classroom teacher, instructional specialist, administration **Title I:** 2.51, 2.53				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: On November 6, 2025, teachers will provide families with strategies and resources to support their child's success on ECRs, including understanding curriculum genres, and practicing the QA12345 strategy at home. **Action's Expected Result/Impact:** Increased ECR scores **Staff Responsible for Monitoring:** Classroom teacher, instructional specialist, administration **Title I:** 2.51, 2.53				

No Progress Accomplished Continue/Modify Discontinue

Priority 1: Student Success

Goal 5: By May 2026, the 5th grade science teacher will implement at least two student-led labs per unit, with guiding questions intentionally aligned to unit assessments, to strengthen students' mastery of key concepts.

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: CFA's, unit assessments, and STAAR

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: The fifth grade teachers will meet bi-weekly in PLCs to plan and refine lab guiding questions, ensuring alignment with unit assessments and clarity for students.				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Family Science Night will be held in the spring and will feature hands-on animal interactions and ecosystem labs, with engaging activities that connect directly to tested science TEKS. **Action's Expected Result/Impact:** Increased scores on unit assessments and STAAR. **Staff Responsible for Monitoring:** 5th grade teacher, instructional specialist, and administration **Title I:** 2.51, 2.53				

No Progress Accomplished Continue/Modify Discontinue

Priority 2: Employee Success

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

HEB Independent School District

Bedford Junior High

2025-2026 Priorities/Goals/Key Actions



Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world

Vision

Empowering Today to Excel Tomorrow

Value Statement

Core Values

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District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Priorities

Priority 1: Student Success

Goal 1: By the end of the school year, 90% of students will score Approaches, 60% will score Meets, and 16% will score Masters on the Grade 8 STAAR Assessment. Progress will be tracked through benchmarks and adjusted with targeted instruction.

Quality Indicator: Student Success: Academic Rating of the District

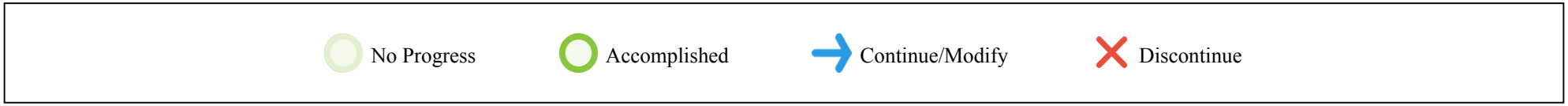
District Goal Alignment: Goal #1 All Students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Key Action 1 Details	Reviews			
	Formative			Summative
Key Action 1: Key Action 1 - PLC Planning for Multi-Step Problems By the start of each unit, PLC teams will meet to review strategies for teaching and solving multi-step problems. Each team will designate at least two lessons per unit for explicit modeling and guided practice. Evidence will be documented in PLC agendas and lesson plans, which will be reviewed monthly by administrators.	Nov	Feb	June	June

Key Action 2 Details	Reviews			
	Formative			Summative
Key Action 2: Key Action 2 - Consistent Teacher Modeling Teachers will include weekly modeling of multi-step problem solving in their lesson notes, ensuring students consistently see clear examples of how to plan and solve complex problems. Implementation will be evidenced through administrator walkthroughs and documentation.	Nov	Feb	June	June

Key Action 3 Details	Reviews			
	Formative			Summative
Key Action 3: Key Action 3 - Writing Wednesdays Teachers will implement "Writing Wednesdays," giving students weekly opportunities to explain in writing how they solve multi-step problems. This will reinforce reasoning and communication skills. Evidence will include lesson plans and teacher prompts submitted to administrators.	Nov	Feb	June	June

Key Action 4 Details	Reviews			
	Formative			Summative
Key Action 4: Key Action 4 - Targeted Re-Teaching Teachers will provide structured opportunities for re-teaching during PLCs based on formative assessment results. This will ensure students who struggle with multi-step problems receive targeted support to improve their understanding and performance.	Nov	Feb	June	June


No Progress
Accomplished
Continue/Modify
Discontinue

Priority 1: Student Success

Goal 2: Goal #2:
By the end of the academic school year, we will implement weekly targeted math vocabulary instruction and scaffolded problem-solving strategies for Emergent Bilingual students in our classes. The goal is to improve their formal math assessment scores (including CFAs, Unit Tests, CSEs, and STAAR) by at least 15% compared to the beginning-of-semester baseline.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal #1 All Students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: LTEP process using all formal assessments including CFA's, Unit tests, quick writes, structured talks, etc.

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Key Action 1 - Math Writing Routine By the end of the first six weeks, establish a consistent, grade-wide math writing routine for all students, including those in ESL-supporting classes. This will include weekly math writing prompts aligned with curriculum standards. Teacher participation will be 100%, and student completion will be tracked per unit through the LTEP process.				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Key Action 2 - Academic Vocabulary with Math Graffiti Cards By the end of the first six weeks, all math teachers will incorporate Math Graffiti Cards purchased by Admin. into at least one lesson per week to scaffold academic vocabulary and reinforce key math concepts. Implementation will be monitored through monthly lesson plan reviews and informal walkthroughs.				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: Key Action 3 - Daily Computational Fluency Practice By the end of the first six weeks, all STAAR-tested classrooms will dedicate 5-8 minutes daily to targeted computational fluency activities focused on multiplication fact automaticity and foundational fraction concepts. Progress will be monitored weekly through quick checks and instructional adjustments will be made based on student performance data.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority 1: Student Success

Goal 3: By April 10, 2026, 100% of 7th grade ELAR students will be prepared to score a 2 or higher on the STAAR Extended Constructed Response (ECR). To achieve this goal, students will complete biweekly Short Constructed Responses (SCRs) with a targeted focus on deciphering the prompt and crafting clear, accurate thesis statements that directly answer the question. Progress will be visually tracked using a class consensogram, updated regularly to reflect how many students in each class have scored a 2 or higher with a well-written thesis statement. This process will allow for timely feedback and targeted support.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal #1 All Students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: Teachers will select one SCR/ECR per six weeks to chart on a data wall. Teachers will specifically look for a well written thesis that answers the prompt correctly. Teachers will divide the data by class period and make a competition reach 100% correct!

Key Action 1 Details	Reviews			
Key Action 1: Each week, every student will write at least one thesis statement, two or more anonymous samples will be displayed for peer analysis, and a minimum of 20 minutes will be dedicated to grammar practice in No Red Ink (English) and Quill (Reading), with completion tracked through program reports.	Formative			Summative
	Nov	Feb	June	June

Key Action 2 Details	Reviews			
Key Action 2: Students will complete biweekly quick checks requiring them to write at least one simple, one compound, and one complex sentence with correct grammar and punctuation, and results will be recorded to monitor individual and class progress.	Formative			Summative
	Nov	Feb	June	June

Key Action 3 Details	Reviews			
Key Action 3: When given writing prompts, teachers will require students to replace the challenging vocabulary with synonyms to ensure students understand the question. The first semester, the teachers will do this as a class as they are learning the meaning of the words. In the second semester, they will replace the words with synonyms on their own.	Formative			Summative
	Nov	Feb	June	June

Key Action 4 Details	Reviews			
Key Action 4: Students will participate in a biweekly Quizlet Live game covering STAAR academic vocabulary words, and accuracy scores will be tracked and charted to monitor individual growth and overall class progress over time.	Formative			Summative
	Nov	Feb	June	June

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority 2: Employee Success

Goal 1: Ensure that 100% of staff responsible for serving Advanced Academics/Gifted and Talented (GT) students complete the required 30-hour GT Core Training, and that all previously trained staff complete the 2025-2026 annual 6-hour GT update. This will support the delivery of high-quality, rigorous instruction for all advanced students.

Quality Indicator: Student Success: Learning Opportunities beyond Core Academics

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Review training records to identify staff who still need the 30-hour GT Core Training or the 6-hour annual update. Communicate with staff to notify them of their status, requirements, and deadlines. **Action's Expected Result/Impact:** Ensure that 100% of staff responsible for GT students complete the required 30-hour GT Core Training, and that all previously trained staff complete the 6-hour GT update. **Staff Responsible for Monitoring:** Principal and GT Coordinator, Cheryl Harris				

 No Progress  Accomplished  Continue/Modify  Discontinue

HEB Independent School District

Buinger CTE Academy

2025-2026 Priorities/Goals/Key Actions

Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world

Vision

Empowering Today to Excel Tomorrow

Value Statement

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Priority 1: Student Success

Goal 1: By June 2026, Buinger CTE teachers will increase the overall IBC passing rate from 77% to 80% by assessing which IBC is most appropriate for students within their program of study.

Quality Indicator: Student Success: College, Career, and/or Military Readiness (CCMR)

District Goal Alignment: Goal 3: All students will have the opportunity to earn certifications and licensures through participation in Career and Technical Education (CTE) courses

Evaluation Data Sources: IBC testing results

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By October 15, 2025, teachers will research national passing rates for their specific program of study to help determine which IBC may be the best option for high school students.				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: As IBCs are administered and results are obtained, campus administration will meet with each BCTEA teacher to review data and facilitate the 5 Whys process when concerns arise to insure teachers have the appropriate resources needed for student success. **Action's Expected Result/Impact:** needed resources provided for student success **Staff Responsible for Monitoring:** Campus Admin				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority 1: Student Success

Goal 2: 100% of BCTEA teachers will receive a GT overview training on November 3, 2025.

Quality Indicator: Student Success: Federal Accountability

District Goal Alignment: Goal 5: 90% or more of the performance measures in the Texas State Plan for the Education of Gifted/Talented Students will meet the accountability standard.

Evaluation Data Sources: Texas State Plan for the Education of Gifted/Talented Students checklist

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: On November 3, 2025, BCTEA teachers will receive GT training from Cheryl Harris to better serve the GT students at the BCTEA. **Action's Expected Result/Impact:** BCTEA teachers will obtain knowledge that will lead to greater GT awareness and implement strategies to better serve the GT population. **Staff Responsible for Monitoring:** Teachers, Campus Administration				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority 1: Student Success

Goal 3: By November 1, 2025, at least 95% of the 281 seniors who have earned an IBC will be scheduled into courses that enable them to achieve "completer" status by 2026 graduation.

Quality Indicator: Student Success: College, Career, and/or Military Readiness (CCMR)

District Goal Alignment: Goal 1: All graduates will be college, career and/or military ready

Evaluation Data Sources: TEA Accountability Report, Spreadsheet developed by Harvey

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By October 2025, a process will be developed to compile the data necessary in order to evaluate which courses are needed to be taken 2nd and 3rd trimester in order for the 2026 graduating senior students to be completers of a CTE program of study **Action's Expected Result/Impact:** the ability for counselors to easily access the information needed to determine what students need in order to achieve completer status. **Staff Responsible for Monitoring:** Debra Harvey				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: By November 1, 2025, counselors will receive a list of senior student names and the course needed to make them CTE completers.				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: By the 2nd week of the 2nd trimester, counselors will evaluate which of the 281 senior students will be able to be scheduled into the remaining courses needed for them to become completers and change their schedules. **Action's Expected Result/Impact:** increased number of completers for 2026				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority 2: Employee Success

Goal 1: By December 2025, 100% of Buinger CTE teachers will integrate at least one AI tool or strategy into their daily work.

Quality Indicator: Employee Success: Employee Engagement and Retention

District Goal Alignment: Goal 1: The District will increase employee retention to meet or exceed the following percentages: Teachers- 90%

Evaluation Data Sources: Teacher implementation

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By August 13, 2025, BCTEA teachers will be provided with a focused training on how to use AI for productivity. **Action's Expected Result/Impact:** Teachers will increase productivity in mundane tasks through the use of AI. **Staff Responsible for Monitoring:** BCTEA teachers and campus admin				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: At the once a month BCTEA Staff Meetings during TEAMS/TROJAN TALK, BCTEA teachers will share how AI is helping them in their everyday planning. **Action's Expected Result/Impact:** Teachers will find other ways to use AI that may benefit them. **Staff Responsible for Monitoring:** Campus Admin				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: Campus administration to track using T-TESS observations **Action's Expected Result/Impact:** Teacher stress levels to be reduced by incorporating AI into their mundane tasks. **Staff Responsible for Monitoring:** Campus Admin				

 No Progress  Accomplished  Continue/Modify  Discontinue

HEB Independent School District

Central Junior High

2025-2026 Priorities/Goals/Key Actions

Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world

The mission of Central Junior High is to empower students for a lifetime of success through "World Class" Engagement.

Vision

Empowering Today to Excel Tomorrow

Value Statement

CORE VALUES

- Intentional: HEB ISD makes purposeful and strategic decisions.
- Respectful: HEB ISD recognizes value in everyone and their unique perspectives.
- Learner-centered: HEB ISD prioritizes learning for students, staff, and families.
- Responsible: HEB ISD fulfills its ethical and social obligations with integrity.
- Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities

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Priority 1: Student Success

Goal 1: On the 7th Grade Math STAAR assessment , 84% of students will Approach standard, 68% of all students and 30% of Special Education students will Meet or exceed standard by April 28, 2026.

Quality Indicator: Student Success: Academic Rating of the District

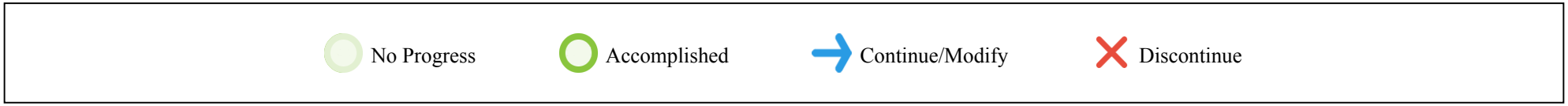
District Goal Alignment: Goal 1 :All Students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: 7th Grade Math STAAR Assessment

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Teachers will set unit growth goals for each student within a student growth tracker and analyze the data to monitor progress. Teachers will use the data to identify students in need of targeted tutorials within the Central JH intervention program. Lead teachers and campus administration will review the data each six weeks. **Action's Expected Result/Impact:** At least 85% of 7th grade math students will demonstrate growth on the Math STAAR assessment by April 28, 2026. **Staff Responsible for Monitoring:** 7th Grade Math Teachers, Assistant Principal, Principal, District Math Leaders				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: By March 1, 2026, all 7th grade math teachers will complete at least three training sessions on using ChatGPT and other AI tools to design differentiated learning activities for students at every level evidenced by student work samples and administrator walk-through feedback. **Action's Expected Result/Impact:** 50% of walk-throughs will show evidence of AI-generated supports for different learner levels by April 1, 2026. **Staff Responsible for Monitoring:** 7th Grade Math Teachers, Math Department Lead, Campus Administration				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: Every two weeks, the 7th grade math PLC will meet as a team to analyze student work and identify key conceptual gaps in student performance on CFAs. The PLC will connect results to teaching strategies and plan reteach lessons to close learning gaps prior to the unit test. **Action's Expected Result/Impact:** Class averages on unit tests will be 10% higher than the average on the unit CFAs. **Staff Responsible for Monitoring:** 7th Grade Math Teachers, Assistant Principal, Principal				


No Progress
Accomplished
Continue/Modify
Discontinue

Priority 1: Student Success

Goal 2: On the Algebra I EOC Math assessment, 98% of students will Approach standard, 85% of students will Meet standard, and 60% will Master standard by April 28, 2026.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal 1 :All Students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: 9th Grade Algebra I EOC Assessment

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Teachers will set unit growth goals for each student within a student growth tracker and analyze the data to monitor progress. Teachers will use the data to identify students in need of targeted tutorials within the Central JH intervention system. Lead teachers and campus administration will review the data each six weeks. **Action's Expected Result/Impact:** At least 85% of 9th grade Algebra 1 students will demonstrate growth on the Algebra 1 DBA on March 4, 2026 and the Algebra 1 EOC assessment on April 28, 2026. **Staff Responsible for Monitoring:** 9th Grade Algebra Teachers, Assistant Principal, Principal				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: By March 1, 2026, all 9th grade math teachers will complete at least three training sessions on using ChatGPT and other AI tools to design differentiated learning activities for students at every level evidenced by student work samples and administrator walk-through feedback. **Action's Expected Result/Impact:** 50% of walk-throughs will show evidence of AI-generated supports for different learner levels by April 1, 2026. **Staff Responsible for Monitoring:** 9th Grade Algebra Teachers, Math Department Lead, Campus Administration				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: Every two weeks, the Algebra 1 PLC will meet as a team to analyze student work and identify key conceptual gaps in student performance on CFAs. The PLC will connect results to teaching strategies and plan reteach lessons to close learning gaps prior to the unit test. **Action's Expected Result/Impact:** Class averages on unit tests will be 10% higher than the average on the unit CFAs. **Staff Responsible for Monitoring:** Algebra 1 teachers, Math Department Lead, Campus Administration				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority 2: Employee Success

Goal 1: 100% of Central Junior High teachers of Gifted and Talented students will be in compliance of their 30-hour training or 6-hour update by April 1, 2026

Quality Indicator: Student Success: Federal Accountability

District Goal Alignment: Goal 5: 90% or more of the performance measures in the Texas State Plan for the Education of Gifted/Talented Students will meet the accountability standard.

Evaluation Data Sources: Advanced Academics Professional Development Report

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Central Junior High will maintain an updated GT professional learning tracker and provide compliance reports every six weeks to teachers and administrators to ensure 100% of Gifted and Talented teachers in core-curriculum subjects complete their 30-hour training or 6-hour update by April 1, 2026. **Action's Expected Result/Impact:** 100% of teachers of Gifted and Talented students in core subject areas will complete the required training by the deadline. **Staff Responsible for Monitoring:** GT Teachers, Department Leads, Campus Administration				

 No Progress  Accomplished  Continue/Modify  Discontinue

HEB Independent School District

Collegiate Academy

2025-2026 Priorities/Goals/Key Actions



Mission Statement

Mission Statement Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an everchanging world.

Vision

Vision Empowering Today to Excel Tomorrow.

Value Statement

Value Statement ♦ Intentional: HEB ISD makes purposeful and strategic decisions. ♦ Respectful: HEB ISD recognizes value in everyone and their unique perspectives. ♦ Learner-centered: HEB ISD prioritizes learning for students, staff, and families. ♦ Responsible: HEB ISD fulfills its ethical and social obligations with integrity. ♦ Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities Student Success Employee Success Safety and Wellbeing Effectiveness and Efficiency Family and Community Partnership

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Priorities 4
Priority 1: By May 2026, at least 70% of enrolled 9th grade students at the Collegiate Academy will demonstrate college readiness by passing at least one component (Reading/ Writing or Math) of the TSIA2 assessments, as measured by official TSI testing records and 100% of enrolled students will be CCMR met by obtaining 9 hours of college credit during the 2025-2026 school year. 4
Priority 2: By May 2026, 100% of the core subject teachers at the Collegiate Academy will be GT certified and will be trained in using the strategies from the Center for Depth and Complexity by district GT personnel. 7

Priorities

Priority 1: By May 2026, at least 70% of enrolled 9th grade students at the Collegiate Academy will demonstrate college readiness by passing at least one component (Reading/Writing or Math) of the TSIA2 assessments, as measured by official TSI testing records and 100% of enrolled students will be CCMR met by obtaining 9 hours of college credit during the 2025-2026 school year.

Goal 1: By May 2026, at least 70% of enrolled 9th grade students at the Collegiate Academy will demonstrate college readiness by passing at least one component (Reading/Writing or Math) of the TSIA2 assessments, as measured by official TSI testing records. This will place the campus on track to meet the year 2 goal of 100% TSIA completion by the end of the 11th grade.

Quality Indicator: Student Success: College, Career, and/or Military Readiness (CCMR)

District Goal Alignment: STUDENT SUCCESS The District will create a safe, healthy, and nurturing learning environment that promotes sustained growth for all students.

Evaluation Data Sources: TSIA2 testing results.

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Beginning in August 2025, English I and Algebra I teachers will embed TSI-aligned instruction daily, with implementation monitored through walkthroughs and lesson plan reviews to support the goal of 70% of students being TSI-met by May 2026. **Action's Expected Result/Impact:** Increased % of students who demonstrate college readiness on the TSIA2 assessment. **Staff Responsible for Monitoring:** Administration, Counselor, Pathways to Success teacher, English I teacher, Algebra I teacher. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: By October 15, 2025, implement and maintain a centralized data tracker showing each student's current TSI status in Reading/Writing and Math, updated within five business days of new results and reviewed monthly to ensure 100% accuracy. **Action's Expected Result/Impact:** Keeping up to date and accurate TSI status data will help us reach our campus goal of 70% TSI met students in Math or ELA/writing by May 2026. **Staff Responsible for Monitoring:** Administration/Counseling. **ESF Levers:** Lever 5: Effective Instruction				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: Beginning September 2025, all students will use Shmoop for individualized TSI practice every Friday, with progress tracked weekly, to support the goal of at least 70% of students being TSI-met in Math or ELA/Writing by May 2026. **Action's Expected Result/Impact:** Embedding TSI-aligned instruction from day one will build students' college readiness skills early, leading to increased TSI pass rates and ensuring more students are prepared for college-level coursework by their junior year. **Staff Responsible for Monitoring:** Administration/Counseling.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority 1: By May 2026, at least 70% of enrolled 9th grade students at the Collegiate Academy will demonstrate college readiness by passing at least one component (Reading/Writing or Math) of the TSIA2 assessments, as measured by official TSI testing records and 100% of enrolled students will be CCMR met by obtaining 9 hours of college credit during the 2025-2026 school year.

Goal 2: By May 2026, 100% of enrolled 9th graders at the Collegiate Academy will be CCMR certified by obtaining 9 hours of college credit.

Quality Indicator: Student Success: College, Career, and/or Military Readiness (CCMR)

District Goal Alignment: STUDENT SUCCESS The District will create a safe, healthy, and nurturing learning environment that promotes sustained growth for all students.

Evaluation Data Sources: TCC and HEB transcripts showing 9 college hours earned.

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: 1. Implement individualized academic advising meetings each semester to help students understand their degree plan, select appropriate dual credit courses, and set clear milestones toward the 9-hour college credit goal. **Action's Expected Result/Impact:** All students will pass the 3 college courses during the 2025-2026 school year and be CCMR met. **Staff Responsible for Monitoring:** Administration, Counselor. **TEA Priorities:** Connect high school to career and college				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority 2: By May 2026, 100% of the core subject teachers at the Collegiate Academy will be GT certified and will be trained in using the strategies from the Center for Depth and Complexity by district GT personnel.

Goal 1: By May 2026, 100% of the core subject teachers at the Collegiate Academy will be GT certified and will be trained in using the strategies from the Center for Depth and Complexity by district GT personnel.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: STUDENT SUCCESS The District will create a safe, healthy, and nurturing learning environment that promotes sustained growth for all students.

Evaluation Data Sources: GT certification and evidence of use of depth and complexity practices in the classrooms.

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Ensure all core subject teachers complete GT certification and training in Depth and Complexity strategies with district GT personnel by May 2026. **Action's Expected Result/Impact:** Increased rigor in all classrooms and a greater understanding of thinking beyond the surface. Increased % of students who are TSI met by May 2025. **Staff Responsible for Monitoring:** Toby Givens **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				

 No Progress  Accomplished  Continue/Modify  Discontinue

HEB Independent School District

Euless Junior High

2025-2026 Priorities/Goals/Key Actions

Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Vision

Empowering Today to Excel Tomorrow

Value Statement

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♦ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.
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District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Priorities

Priority 1: Student Success

Goal 1: By the 2026 STAAR Math administration, 70% of 8th grade on-level math students will demonstrate growth on the 8th grade Math STAAR assessment as measured through STAAR progress measure.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: The District will create a safe, healthy, and nurturing learning environment that promotes sustained growth for all students.

Evaluation Data Sources: Math STAAR/EOC Assessment

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By May 2026, 100% of teachers will document first teach at the Meets level on the EJH lesson plan template weekly using the I Do, We Do, You Do format and will include quick writes and structured academic conversations with sentence stems as evidenced by lesson plans uploaded into Canvas weekly and administrator checks for completion. **Action's Expected Result/Impact:** Teachers will thoughtfully plan modeling mastery and metacognition needed to deliver on grade level content. **Staff Responsible for Monitoring:** 8th Grade math teachers, Administration **Targeted Support Key Action - Additional Targeted Support Key Action** **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: By May 2026, administrators will provide formative feedback to 100% of 8th grade math teachers on explicit first-teach instruction specifically targeting modeling for mastery, structured academic conversations, and structured writing about learning through weekly walkthroughs as evidenced by EJH walkthrough form. **Action's Expected Result/Impact:** Teachers will reflect on 1st teach instruction and make adjustments based on feedback. **Staff Responsible for Monitoring:** 8th Grade Math Teachers, Administration **Targeted Support Key Action - Additional Targeted Support Key Action** **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: By May 2026, 100% of 8th grade on-level math teachers at EJH will use CFA and unit test data to evaluate the impact of first-teach instruction, determine next steps, and plan reteach when necessary as evidenced by PLC notes , CFA data and unit test data. **Action's Expected Result/Impact:** Percentage of mastery on CFA TEKs and unit test TEKs increase based on how we scored on STAAR last school year. with success measured by increased percentages of mastery on CFA and unit test TEKS compared to STAAR performance from the previous school year. **Staff Responsible for Monitoring:** 8th Grade Math Teachers, Administration **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Demographics
Problem Statement 1: 7-9 grade students at EJH scoring significantly lower than the district average for Meets and Masters in ELAR and Math. **Root Cause**: Teachers have not been systematically trained on how to design and deliver a high-impact first teach with minimal need for intervention.

Student Learning
Problem Statement 1: 7-9 grade students at EJH scoring significantly lower than the district average for Meets and Masters in ELAR and Math. **Root Cause**: Teachers have not been systematically trained on how to design and deliver a high-impact first teach with minimal need for intervention.

School Processes & Programs
Problem Statement 1: 7-9 grade students at EJH scoring significantly lower than the district average for Meets and Masters in ELAR and Math. **Root Cause**: Teachers have not been systematically trained on how to design and deliver a high-impact first teach with minimal need for intervention.

Priority 1: Student Success

Goal 2: By May 2026, 70% of 7th grade on-level ELA students will demonstrate growth on the 7th grade STAAR ELA assessment as measured through STAAR progress measure.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: The District will create a safe, healthy, and nurturing learning environment that promotes sustained growth for all students.

Evaluation Data Sources: STAAR data

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By May 2026, 100% of 7th Grade ELA teachers will document first teach at the Meets level on the EJH lesson plan template using the I Do, We Do, You Do format and will include quick writes and structured academic conversations with sentence stems as evidenced by lesson plans uploaded into Canvas weekly and administrator checks for completion. **Action's Expected Result/Impact:** Teachers will thoughtfully plan modeling mastery and metacognition needed to deliver on grade level content. **Staff Responsible for Monitoring:** Teachers and Administration **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: By May 2026, administrators will provide formative feedback to 100% of 7th grade on level ELA teachers on explicit first-teach instruction specifically targeting modeling for mastery, structured academic conversations, and structured writing about learning through weekly walkthroughs as evidenced by EJH walkthrough form. **Action's Expected Result/Impact:** Teachers will reflect on 1st teach instruction and make adjustments based on feedback. **Staff Responsible for Monitoring:** 7th Grade ELA teachers, Administration **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: By May 2026, administration will create at least 10 CFAs aligned to the largest discrepancy TEKS (compared to 5 junior highs) for teachers to administer after planned first teach, in order to measure instructional impact as evidenced through the results of the CFAs. **Action's Expected Result/Impact:** Percentage of mastery on CFA TEKs and unit test TEKs increase based on how we scored on STAAR last school year. **Staff Responsible for Monitoring:** 7th Grade ELA teachers and Administration **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2 Problem Statements:

Demographics
Problem Statement 1: 7-9 grade students at EJH scoring significantly lower than the district average for Meets and Masters in ELAR and Math. **Root Cause**: Teachers have not been systematically trained on how to design and deliver a high-impact first teach with minimal need for intervention.
Student Learning
Problem Statement 1: 7-9 grade students at EJH scoring significantly lower than the district average for Meets and Masters in ELAR and Math. **Root Cause**: Teachers have not been systematically trained on how to design and deliver a high-impact first teach with minimal need for intervention.
School Processes & Programs
Problem Statement 1: 7-9 grade students at EJH scoring significantly lower than the district average for Meets and Masters in ELAR and Math. **Root Cause**: Teachers have not been systematically trained on how to design and deliver a high-impact first teach with minimal need for intervention.

Priority 2: Employee Success

Goal 1: By May 2026, at least 80% of EJH staff will report that they work in a positive and caring environment, as measured by staff perception surveys.

Quality Indicator: Employee Success: Employee Engagement and Retention

District Goal Alignment: The District will recruit and retain quality employees by providing a workplace culture that promotes their development and growth.

Evaluation Data Sources: District Annual Staff Survey, and EOY Staff Survey

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By May 2026, the principal will collect feedback on morale, culture, and community-building suggestions from staff and the instructional leadership team, including department leads, through scheduled surveys and feedback sessions. **Action's Expected Result/Impact:** Feedback acted upon to improve the overall climate of EJH. **Staff Responsible for Monitoring:** Administration Team **Problem Statements:** Demographics 2 - Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Demographics
Problem Statement 2: 75% of EJH staff believes that they work in a positive caring environment. **Root Cause**: Staff do not feel supported because of a lack of participation by all teachers in team building events.

Perceptions
Problem Statement 1: 75% of EJH staff believes that they work in a positive caring environment. **Root Cause**: Staff do not feel supported because of a lack of participation by all teachers in team building events.

Priority 2: Employee Success

Goal 2: 100% of GT/advanced teachers will have documentation of completion for the 30-hour GT Core and the 25-26 6-hour GT annual update.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: The District will create a safe, healthy, and nurturing learning environment that promotes sustained growth for all students.

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By May 2025, administration will monitor staff GT hours monthly and provide reminders and professional learning opportunities to ensure 100% of staff meet state GT requirements that serve GT students. **Action's Expected Result/Impact:** Increase of teachers having their 30-hour GT Core				

No Progress Accomplished Continue/Modify Discontinue

HEB Independent School District

Harwood Junior High

2025-2026 Priorities/Goals/Key Actions

Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Vision

Empowering Today to Excel Tomorrow

Value Statement

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District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Priorities

Priority 1: Student Success

Goal 1: By the 2026 STAAR Assessment, 70% of 8th grade Science students will meet or exceed grade level standards, 35% of students will demonstrate mastery, and the Science distinction will be earned.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: STAAR, Science Unit Tests, DBA

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: In biweekly PLC meetings, teachers will collaboratively plan spirals of previously taught TEKS, specifically targeting motion, forces, and adaptations. **Action's Expected Result/Impact:** 35% of students will show mastery **Staff Responsible for Monitoring:** Teachers, Assistant Principals, Principal **Problem Statements:** Student Learning 1				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: In each unit, teachers will include at least one Claim-Evidence-Reasoning (CER) task tied to a priority TEKS (e.g., Newton's Laws with data sets, ecological succession with images/graphs). **Action's Expected Result/Impact:** 35% of students will show mastery **Staff Responsible for Monitoring:** Teachers, Assistant Principals, Principal **Problem Statements:** Student Learning 1				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: By May, all priority TEKS will be tracked through CERs and Exit Tickets to show student growth and inform review before STAAR. Teachers will document mastery using a color-coded data binder/digital tracker (Approaches/ Meets/Masters). **Action's Expected Result/Impact:** 35% Mastery **Staff Responsible for Monitoring:** Teachers, Assistant Principals, Principal **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: 28% of 8th grade Science students reached the mastery level. **Root Cause**: Students were not writing CERS. TEKS from 6th and 7th grade were not spirraled.

Priority 1: Student Success

Goal 2: By the 2026 STAAR Assessment, 70% of 7th grade math students will meet or exceed grade-level expectations, and 35% will demonstrate mastery.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: STAAR, Math Unit Tests, DBA

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By May, all priority TEKS will be tracked through Exit Tickets to show student growth and inform review before STAAR. **Action's Expected Result/Impact:** 70% of 7th grade math students will meet or exceed grade level, 35% will show mastery on the 2026 STAAR Assessment. **Staff Responsible for Monitoring:** 7th Grade Math Teachers, Assistant Principals, Principal **Problem Statements:** Student Learning 2				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: In bi-weekly PLCs, teachers will create Know/Show charts for priority TEKS. Each PLC will also design an exemplar and identify the three key steps students must demonstrate to reach mastery of the TEK. **Action's Expected Result/Impact:** 70% of 7th grade math students will meet or exceed grade level, 35% will show mastery on the 2026 STAAR Assessment. **Staff Responsible for Monitoring:** 7th Grade Math Teachers, Assistant Principals, Principal **Problem Statements:** Student Learning 2				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: In biweekly PLC meetings, teachers will collaboratively plan spirals of previously taught TEKS, specifically targeting motion, forces, and adaptations. **Action's Expected Result/Impact:** 70% of 7th grade math students will meet or exceed grade level, 35% will show mastery on the 2026 STAAR Assessment. **Staff Responsible for Monitoring:** 7th Grade Math Teachers, Assistant Principals, Principal **Problem Statements:** Student Learning 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2 Problem Statements:

Student Learning
Problem Statement 2: 65% of 7th grade math students reached meets, and 30% reached mastery. **Root Cause**: Student performance on the 7th grade STAAR Assessment is below grade-level expectations because instructional planning and monitoring have not consistently targeted priority TEKS with the highest frequency and greatest gaps. Teachers have lacked a systematic process to track mastery, develop clear exemplars, and spiral review low-performing standards, which has limited students' opportunities to b

Priority 1: Student Success

Goal 3: By May 2026, 100% of staff responsible for serving Gifted and Talented (GT) students will complete the required 30-hour GT Core training, and all previously trained staff will complete the annual 6-hour GT update by the district deadline.

Quality Indicator: Student Success: Federal Accountability

District Goal Alignment: 90% or more of the performance measures in the Texas State Plan for the Education of Gifted/Talented Students will meet the accountability standard.

Evaluation Data Sources: Cognos Reports, Cheryl Harris's Office reports

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By October 2025, administrators will review training records to identify staff who still need the 30-hour GT Core or the 6-hour annual update and communicate requirements directly. **Action's Expected Result/Impact:** Ensure that 100% of staff responsible for serving Gifted and Talented (GT) students complete the required 30-hour GT Core training and that all previously trained staff complete the 2025-2026 annual 6-hour GT update by the district deadline, in order to provide equitable and rigorous instruction for advanced learners. **Staff Responsible for Monitoring:** Assistant Principal (Nunez), Principal **Problem Statements:** School Processes & Programs 1				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: By October 2025, administrators will review training records to identify staff who still need the 30-hour GT Core or the 6-hour annual update and communicate requirements directly. **Action's Expected Result/Impact:** Ensure that 100% of staff responsible for serving Gifted and Talented (GT) students complete the required 30-hour GT Core training and that all previously trained staff complete the 2025-2026 annual 6-hour GT update by the district deadline, in order to provide equitable and rigorous instruction for advanced learners. **Staff Responsible for Monitoring:** Assistant Principal (Nunez), Principal **Problem Statements:** School Processes & Programs 1				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: By May 2026, administrators will monitor GT training progress using a campus training log to track completion of the 30-hour Core and 6-hour update. Staff who complete requirements will be recognized and celebrated to reinforce a culture of professional growth. **Action's Expected Result/Impact:** Ensure that 100% of staff responsible for serving Gifted and Talented (GT) students complete the required 30-hour GT Core training and that all previously trained staff complete the 2025-2026 annual 6-hour GT update by the district deadline, in order to provide equitable and rigorous instruction for advanced learners. **Staff Responsible for Monitoring:** Assistant Principal (Nunez), Principal **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

School Processes & Programs
Problem Statement 1: We are not at 100% of teachers within compliance of their GT training or update. **Root Cause**: Monitoring and Accountability Challenges Without a centralized tracking system, it can be difficult to keep real-time records of who has completed what. Checkpoints may not be embedded throughout the year, so gaps are only noticed late.

Priority 2: Employee Success

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

Goal 1: By the October student survey, 60% of students will report that they believe students are respected by their peers.

Quality Indicator: Family and Community Partnerships: Stakeholder Satisfaction

District Goal Alignment: 90% or more of survey respondents will assign the District a positive rating on the annual District Student Survey.

Evaluation Data Sources: Student Survey

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Twice per 6-weeks, administrators will hold Student Advisory Committees gather direct student feedback about what makes students feel respected. **Action's Expected Result/Impact:** 60% of students will report that they believe that students are respected by their peers as evidenced by the Student Survey **Staff Responsible for Monitoring:** Assistant Principals, Principal **Problem Statements:** Perceptions 1				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Once per 6-weeks, students will be invited to fill out a survey to rate how they feel about attending Harwood related to the opportunities from the last student survey. Students will be invited to give suggestions and feedback. **Action's Expected Result/Impact:** 60% of students will report that they believe that students are respected by their peers as evidenced by the Student Survey **Staff Responsible for Monitoring:** Assistant Principals, Principal **Problem Statements:** Perceptions 1				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: Students will be celebrated for following HAWKS values through two recognition systems: incentive tickets for daily positive behavior and Positive Office Referrals for exemplifying values at a high level. **Action's Expected Result/Impact:** 60% of students will report that they believe that students are respected by their peers as evidenced by the Student Survey **Staff Responsible for Monitoring:** Assistant Principals, Principal **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1 Problem Statements:

Perceptions
Problem Statement 1: 47% of students reported that they believe that students are respected by their peers as evidenced by the Student Survey **Root Cause**: There is a need to build culture amongst students.

HEB Independent School District

Hurst Junior High

2025-2026 Priorities/Goals/Key Actions



Mission Statement

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Vision

Empowering Today to Excel Tomorrow

Value Statement

Core Values

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District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Priorities

Priority 1: Student Success

Goal 1: By May 2026, 70% of all students will meet or exceed expected progress in Mathematics as reported on the Texas Academic Performance Report (TAPR). Progress will be tracked by individually monitoring students on each unit and benchmark assessment and adjusted with targeted instruction.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal #2 All students will Meet or Exceed Expected Progress in Reading Language Arts (RLA) and Mathematics as reported on the Texas Academic Performance Report (TAPR).

Evaluation Data Sources: Growth trackers, walkthrough notes, assessment data

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: At the start of each unit, teachers will set growth goals for all students in a student growth tracker. After each test (unit or benchmark), teachers will update the tracker with student scores so progress can be monitored over time. For students identified as High Approaches, teachers will create a specific improvement plan to help push them up to Meets grade-level expectations. Administrators will review the tracker twice each six weeks. **Action's Expected Result/Impact:** Teachers set explicit growth goal that guide instructional priorities early. **Staff Responsible for Monitoring:** Principal **Problem Statements:** Student Learning 1				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Every two weeks, teachers will meet as a team to analyze student work in PLC meetings, with a focus on low performing student groups (African American, Hispanic, High Focus, and EB/EL). Teams will connect results to teaching strategies and plan reteach lessons to close learning gaps. **Action's Expected Result/Impact:** PLCs are actively connecting data to instruction & student group gaps **Staff Responsible for Monitoring:** Principal **Problem Statements:** Student Learning 1				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: Administrators and lead teachers will provide formative feedback to 100% of math teachers on rigorous, grade-level instruction using the campus rubric. Walkthroughs will focus on teacher behaviors that create opportunities for students to receive feedback, engage in academic conversations, and write about their learning. Administrators will review walkthrough notes twice each six weeks. **Action's Expected Result/Impact:** Feedback cycles ensure that teachers are giving those students enough at-bats at the right level with the relational supports. **Staff Responsible for Monitoring:** Principal **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: Hurst has experienced a drop in Domain IIA [Academic Growth] on STAAR over the last three years from a 85 to a 78 last year. **Root Cause**: Data analysis has not tracked to the level of monitoring by student by assessment progress or lack thereof.

Priority 1: Student Success

Goal 2: By May 2026, at least 25% of Special Education students will meet or exceed the Meets standard on the Math STAAR/EOC. Progress will be tracked by individually monitoring SPED students on each unit and benchmark assessment and adjusted with targeted scaffolds and accommodations.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal #1 All Students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: Growth trackers, walkthrough notes, assessment data

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: At the start of each unit, teachers will set growth goals for all SPED students in a student growth tracker. After each test (unit or benchmark), teachers will update the tracker with student scores so progress can be monitored over time. For SPED students at the Approaches level, teachers will create a specific improvement plan to help push them up to Meets grade-level expectations. Administrators will review the tracker twice each six weeks. **Action's Expected Result/Impact:** Teachers know exactly which SPED students are below target and track their progress from the start. **Staff Responsible for Monitoring:** Principal **Problem Statements:** Demographics 1				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Every two weeks, general education math teachers will meet with SPED math teachers to analyze student work in PLC meetings, with a focus on SPED student performance. Teams will align supports and share effective strategies with student evidence. **Action's Expected Result/Impact:** PLCs move beyond scores into reteach design and scaffold planning for SPED students, ensuring adjustments happen immediately in instruction. **Staff Responsible for Monitoring:** Principal **Problem Statements:** Demographics 1				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: Administrators will provide formative feedback to 100% of math teachers serving SPED students on ensuring access to rigorous, grade-level instruction in all levels of instructional settings. Walkthroughs will focus on teacher behaviors that create opportunities for SPED students to engage in grade-level math while receiving consistent accommodations. Administrators will review walkthrough notes twice each six weeks. **Action's Expected Result/Impact:** SPED students get at-bats with grade-level material, supported by scaffolds and accessible instructional practices. **Staff Responsible for Monitoring:** Principal **Problem Statements:** Demographics 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Demographics
Problem Statement 1: Hurst has missed the Special Ed (current) target for the last two consecutive years. If we miss this indicator again, then we will be identified as targeted support. **Root Cause**: Data has not been tracked to the student group performance level for assessments other than benchmarks.

Priority 1: Student Success

Goal 3: By May 2026, at least 60% of Algebra I students will meet or exceed the Meets standard and 35% will achieve Masters on the Algebra I STAAR/ EOC. Progress will be tracked through unit and benchmark assessments, with targeted reteach and scaffold strategies adjusted in PLCs.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal #1 All Students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: Growth trackers, walkthrough notes, assessment data

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: At the start of each unit, Algebra I teachers will set growth goals for all students in a student growth tracker. After each test (unit or benchmark), teachers will update the tracker with student scores so progress can be monitored over time. For students identified as High Approaches, teachers will create a specific improvement plan to help push them up to Meets grade-level expectations. For students already at Meets, teachers will create enrichment plans to accelerate learning toward Masters. Administrators will review the tracker twice each six weeks. **Action's Expected Result/Impact:** Algebra Progress Monitoring & Goal-Setting **Staff Responsible for Monitoring:** Principal **Problem Statements:** Student Learning 1				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Every two weeks, Algebra I teachers will meet as a team to analyze student work in PLC meetings, with a focus on high-leverage TEKS and multi-step problem solving. Teams will connect results to teaching strategies and plan reteach lessons to close learning gaps. **Action's Expected Result/Impact:** PLCs Analyzing Algebra Data & Instruction **Staff Responsible for Monitoring:** Principal **Problem Statements:** Student Learning 1				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: Administrators will provide formative feedback to 100% of Algebra I teachers on rigorous, grade-level instruction using the campus rubric. Walkthroughs will focus on teacher behaviors that create opportunities for students to master readiness TEKS, solve multi-step problems, receive feedback, engage in academic conversations, and write about their learning. Administrators will review walkthrough notes twice each six weeks. **Action's Expected Result/Impact:** Instructional Coaching for Algebra Implementation **Staff Responsible for Monitoring:** Principal **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 1: Hurst has experienced a drop in Domain IIA [Academic Growth] on STAAR over the last three years from a 85 to a 78 last year. **Root Cause**: Data analysis has not tracked to the level of monitoring by student by assessment progress or lack thereof.

Priority 2: Employee Success

Goal 1: By May 2026, 100% of GT/advanced teachers will submit documentation of completion for the 30-hour GT Core (if not already completed) and the 2025-2026 6-hour GT annual update, ensuring compliance with state requirements.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: The District will create a safe, healthy, and nurturing learning environment that promotes sustained growth for all students.

Evaluation Data Sources: Strive Portfolios

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: By October 2025, campus administrators will review GT/advanced teachers' records to confirm completion of the required 30-hour GT Core. Teachers missing hours will be required to complete state-approved GT training by December 2025. **Action's Expected Result/Impact:** Increase of teachers having their 30-hour GT Core **Staff Responsible for Monitoring:** Campus Leaders **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: Hurst has experienced a drop in Domain IIA [Academic Growth] on STAAR over the last three years from a 85 to a 78 last year. **Root Cause**: Data analysis has not tracked to the level of monitoring by student by assessment progress or lack thereof.

HEB Independent School District

Keys High School

2025-2026 Priorities/Goals/Key Actions



Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Vision

Empowering Today to Excel Tomorrow

Value Statement

♦ Intentional: HEB ISD makes purposeful and strategic decisions.

♦ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.

♦ Learner-centered: HEB ISD prioritizes learning for students, staff, and families.

♦ Responsible: HEB ISD fulfills its ethical and social obligations with integrity.

♦ Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Priorities

Priority 1: Student Success

Goal 1: Beginning in the 2025-2026 school year, at least 10% of KEYS graduates will meet the passing standard in both mathematics and ELAR as measured by official TSIA2 score reports, through focused instruction, targeted interventions, and ongoing progress monitoring by May 2026.

Quality Indicator: Student Success: College, Career, and/or Military Readiness (CCMR)

District Goal Alignment: Goal 1: All graduates will be college, career, and/or military-ready.

Evaluation Data Sources: TSIA2 student score reports, TEA Accountability Report

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Beginning Trimester 1 of the 2025-26 school year, 100% English and Math teachers will embed TSIA2-aligned practice items into instruction each day and reteach based on identified skill deficits. **Action's Expected Result/Impact:** Increase the campus TSIA2 passing rate for both tests from 4% to 10%. **Staff Responsible for Monitoring:** John Adkins, Principal Vicki Glaze, ELAR Teacher Charles Trotter, Math Teacher **TEA Priorities:** Connect high school to career and college				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: For each trimester of the 2025-26 school year, 85% of KEYS students who have completed English and/or Math credits will be offered targeted TSI prep through a 5-week prep course provided prior to each trimester TSIA2 administration. Success will be measured by enrollment and TSIA2 pass rates. **Action's Expected Result/Impact:** Increase the campus TSIA2 passing rate for both tests from 4% to 10%. **Staff Responsible for Monitoring:** John Adkins, Principal Vicki Glaze, English Teacher Charles Trotter, Math Teacher **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority 1: Student Success

Goal 2: By the end of the 2025-2026 school year, KEYS STAAR EOC U.S. History testers will increase the Meets rating from 39% to 50%. This will be achieved through aligned instruction, use of common formative assessments, reteach sessions based on data, and targeted support for students demonstrating gaps.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal 1: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: Texas Academic Performance Report; District Unit Tests; End of year score reports.

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: U.S. History teacher will implement targeted instruction on TEA readiness standards by embedding STAAR-aligned formative checks, unit tests, reteaching based on data, and providing targeted small-group interventions. Progress will be monitored through unit tests, with the goal of increasing STAAR EOC performance to 90% Approaches, 50% Meets, and 25% Masters by May 2026. **Action's Expected Result/Impact:** Increase STAAR EOC performance to 90% Approaches, 50% Meets, and 25% Masters by May 2026. **Staff Responsible for Monitoring:** John Adkins, Principal Jessi Urbanovsky, US History Teacher				

No Progress Accomplished Continue/Modify Discontinue

Priority 2: Employee Success

Goal 1: During the 2025-2026 school year, the campus principal will facilitate at least one themed staff celebration each month, documented on the staff calendar, to intentionally strengthen morale and foster a positive campus culture.

Quality Indicator: Employee Success: Employee Engagement and Retention

District Goal Alignment: The District will recruit and retain quality employees by providing a workplace culture that promotes their development and growth.

Evaluation Data Sources: Campus calendar, culture and climate surveys in September 20252, December 2025 and May 2026.

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: At least 1 themed staff celebration is held each month (9 total across the school year). The Principal will work the the Campus Secretary and campus donors to secure items for each monthly staff celebration. **Action's Expected Result/Impact:** Success will be 75% of the staff surveys will show an increase in positive responses related to campus morale from September 2025-May 2026. **Staff Responsible for Monitoring:** John Adkins, Principal Marla Ware, Principal Secretary **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

HEB Independent School District

LD Bell High School

2025-2026 Priorities/Goals/Key Actions



Mission Statement

HEB ISD - Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

L.D. Bell High School - Provide students with an educational experience that challenges each individual to reach their full potential, now and in the future

Vision

HEB ISD - Empowering Today to Excel Tomorrow

L.D. Bell High School - College and Career Ready Graduates

Value Statement

♦ Intentional: HEB ISD makes purposeful and strategic decisions.

♦ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.

♦ Learner-centered: HEB ISD prioritizes learning for students, staff, and families.

♦ Responsible: HEB ISD fulfills its ethical and social obligations with integrity.

♦ Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Priorities

Priority 1: Student Success

Goal 1: By June 1st of the 2025 - 2026 School Year, 85% of graduates will be college, career, or military-ready.

Quality Indicator: Student Success: College, Career, and/or Military Readiness (CCMR)

District Goal Alignment: Quality Indicator 4: Goal 1 - All graduates will be college, career, and/or military-ready.

Evaluation Data Sources: TEA Accountability Report & On Data Suite

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: The L.D. Bell High School Leadership Team and Counselors will educate and train campus staff, students, and families by September 1st and January 15th on campus supports for CCMR and College Readiness. **Action's Expected Result/Impact:** 74% of L.D. Bell Seniors will graduate College Ready & CCMR will be 85% or higher. **Staff Responsible for Monitoring:** Principal and Lead Counselor **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Learning 2				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: L.D. Bell High School Counselors will assess all students on TSIA2 in Algebra II & Geometry, and English III by October 13th, February 13th, and May 22nd. **Action's Expected Result/Impact:** By the June 1st, 2026 85% of L.D. Bell High School Graduating Seniors will meet CCMR. **Staff Responsible for Monitoring:** Principal and Lead Counselor **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Learning 2				

Key Action 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 3: L.D. Bell High School Counselors will meet with and schedule seniors who have failed to meet TSIA2 expectations by February 13th, 2026 into Texas College Bridge classes for the 3rd Trimester. **Action's Expected Result/Impact:** By June 1st 85% of 2025 - 2026 L.D. Bell graduating seniors will meet CCMR. **Staff Responsible for Monitoring:** Principal and Lead Counselor **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Learning 2				

Key Action 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 4: L.D. Bell High School Counselors will assess TSI English/Math Prep Classes on TSIA2 at the end of each six week by Sept. 19th, Oct.31st, Dec. 19th, Feb. 13th, April 2nd, and May 22nd. **Action's Expected Result/Impact:** By June 1st 85% of 2025 - 2026 L.D. Bell graduating seniors will meet CCMR. **Staff Responsible for Monitoring:** Principal and Lead Counselor **Problem Statements:** Student Learning 2				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 2: At the Beginning of the 25-26 school year, 62% of 2025 - 2026 L.D. Bell Seniors are College Ready in ELA and 48% are College Ready in Math. Only 42% percent are beginning their Senior year College Ready in Both English Language Arts and Math. **Root Cause**: The inconsistency of student experience in rich daily on-level instruction impacts students ability to meet college level criteria on SAT/ACT/Dual Credit orTSIA2. College and Career Ready graduates is our primary instructional focus at L.D. Bell High School.

Priority 1: Student Success

Goal 2: By June of the 2025-26 school year, 73% of L.D. Bell High School Reading Language Arts and Math Students will make annual growth as measured by school progress academic growth on state accountability.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Quality Indicator 1: Goal 2: All students will Meet or Exceed Progress in Reading Language Arts and Mathematics as reported on the TAPR

Evaluation Data Sources: Texas Academic Performance Report

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: The L.D. Bell High School Campus Testing Coordinator and Administrative Intern will train and coach ELA teachers on prior year performance data on students growth in English I and English II by September 19th, November 14th, and February 27th. **Action's Expected Result/Impact:** By June 1st, 2026, 73% of Reading Language Arts Students will make annual growth as measured by the TAPR. **Staff Responsible for Monitoring:** English Department Head, Campus Testing Coordinator, and Campus Principal **Problem Statements:** Student Learning 1				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: During the 2025- 2026 school year, L.D. Bell High School English I and English II teachers will engage twice monthly in a grade level team PLC in a directed effort to plan aligned instruction, make systemic adjustments to curriculum, and monitor/review interventions for EOC ELAR performance. **Action's Expected Result/Impact:** By June 1st, 2026, 73% of L.D. Bell High School Reading Language Arts Students will make annual growth as measured by the TAPR. **Staff Responsible for Monitoring:** English Department Head, English PLC Grade Level Leadership, and the Campus Principal **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2 Problem Statements:

Student Learning

Problem Statement 1: During the 2024-2025 school year, the district performance on English I and Campus performance on English II EOC experienced a 3 percent decrease compared to prior year performance. Student Growth Performance Drop - L.D. Bell experienced a 5 percent decrease in English EOC student growth. The number of students who dropped a performance level on EOC English II compared to EOC English I. **Root Cause**: The number of students requiring English I and II remediation has increased to levels that class size of EOC English classes are overfilled. Our English Department was never fully staffed during the 2024-2025 school year stretching the teachers and weakening our intervention and consistency of instruction in English II.

Priority 2: Employee Success

Goal 1: By May 22nd, 2025 - 2026, 100% of L.D. Bell Staff who provide advanced instruction will be trained in the GT Core 30 Training and yearly 6-hour update.

Quality Indicator: Student Success: Federal Accountability

District Goal Alignment: 90% or more of the performance measures in the Texas State Plan for the Education of Gifted/Talented Students will meet the accountability standard.

Evaluation Data Sources: Staff Members Professional Development

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: The L.D. Bell High School Principal and Campus Testing Coordinator will provide coaching and instructions on GT Training expectations to advanced teachers by October 1st and update advanced staff on progress to goal by December 19th. **Action's Expected Result/Impact:** L.D. Bell advance teaching staff will be full trained in the GT Core 30 and 6 hour yearly update by December 19th. **Staff Responsible for Monitoring:** Principal & Campus Testing Coordinator				

No Progress Accomplished Continue/Modify Discontinue

HEB Independent School District

Trinity High School

2025-2026 Priorities/Goals/Key Actions



Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world

Vision

Empowering Today to Excel Tomorrow

Value Statement

Core Values

♦ Intentional: HEB ISD makes purposeful and strategic decisions.

♦ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.

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District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Priorities

Priority 1: Student Success

Goal 1: RLA: At the end of the 2025-2026 school year, there will be a minimum of a 5% increase in the number of sophomores meeting or exceeding the growth measure on English I/II EOC compared to the 2024-2025 results.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal 2: All students will Meet or Exceed Expected Progress in Reading Language Arts (RLA) and Mathematics as reported on the Texas Academic Performance Report (TAPR)

Evaluation Data Sources: Interim and Common Assessments in English 2

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: During the 2025-2026 school year, English II teachers will embed Level I (recall), Level II (application), and Level III (analysis) questions in daily instruction, verified through lesson plans, walkthroughs, and observations, to ensure alignment with EOC exam rigor. **Action's Expected Result/Impact:** Increasing the level of questioning will provide the correct level of rigor needed to for students to meet or exceed the growth measure, resulting in an increase in student performance **Staff Responsible for Monitoring:** Principal, Assistant Principal, English Teachers				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: During the 2025-2026 school year, Trinity High School will establish and implement a Professional Learning Community (PLC) process for English II teachers that meets biweekly to analyze student data and align instructional practices to identify and address student learning gaps. **Action's Expected Result/Impact:** Establishing the PLC process will improve teacher collaboration resulting in an increase in aligned planning, assessments, and instructional strategies which target student learning gaps that have been identified through focused interventions and re-teaching. There will be an increase in the student English II EOC growth measure compared to the 2024-2025 school year. **Staff Responsible for Monitoring:** Principal, Assistant Principal, English Teacher, LTEP Representative				

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority 1: Student Success

Goal 2: By June 2026, 77% of Trinity High School graduates will be college, career, and/or military ready (CCMR).

Quality Indicator: Student Success: College, Career, and/or Military Readiness (CCMR)

District Goal Alignment: Goal 1: All graduates will be college, career, and/or military ready

Evaluation Data Sources: TSIA2, SAT, ACT, AP , IB exams, Dual Credit enrollment, and Industry Based Certifications (IBCs)

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: Expand student access to CCMR opportunities through increased enrollment and completion in advanced academics (AP, Dual Credit, IB), industry-based certifications, TSIA2 testing through targeted outreach, student tracking, and academic advising. **Action's Expected Result/Impact:** By June 2026, student participation in advanced academic courses (AP, Dual Credit, IB) and TSI/TSIA2 testing will increase by at least 5% compared to the 2024-2025 school year, leading to a higher percentage of students meeting one or more CCMR indicators. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors				

Key Action 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 2: Establish a systematic process during the 2025-2026 school year to monitor CCMR indicators (TSIA2, SAT/ACT, IB) each grading cycle, providing interventions and supports for students not yet meeting requirements. **Action's Expected Result/Impact:** Campus leadership and counselors will utilize the CCMR progress monitoring system each grading cycle, resulting in timely interventions that increase the number of students meeting individual CCMR indicators, contributing to an overall 5% increase in CCMR readiness, by June 2026, compared to the 2024-2025 school year. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors				

No Progress Accomplished Continue/Modify Discontinue

Priority 2: Employee Success

Goal 1: Increase the percentage of staff completing their GT Update hours for the 2025-2026 school year to 90% or greater

Quality Indicator: Employee Success: Employee Engagement and Retention

District Goal Alignment: Goal 2: The District will develop and implement a District Professional Development Plan to ensure ongoing and meaningful training and growth opportunities are consistently provided to 100% of employees.

Evaluation Data Sources: Professional Development Certificates and records, training agendas

Key Action 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Key Action 1: The campus will monitor the campus staff members who have completed their GT Core 30 hours and are currently required to complete their six-hour GT update. **Action's Expected Result/Impact:** There will be an increase in the number of teachers who have completed their required six-hur GT update **Staff Responsible for Monitoring:** Principal - Ronald Pugh, District Personnel - Cheryl Harris, Susan Alcala				

 No Progress  Accomplished  Continue/Modify  Discontinue