



EANES

ELEMENTARY SCHOOL

2026-27

Campus Improvement Plan

INSTRUCTIONAL PRIORITY: Success for All				
Goal	Timeline	Responsible Person(s)	Resources	Measurement, Evaluation, Documentation or Evidence
By May 2027, strengthen PLC efficacy and collective teacher leadership so that 100% of grade-level PLCs consistently analyze data and adjust instructional plans and practices based on identify student needs, implementing targeted reteach, intervention, and enrichment.	2026-2027	Campus Administration, Instructional Coach, Team Leaders, PLCs	Campus PLC half-days, common assessments, MAP/mCLASS, student work, Student Advocacy protocols, WIN time plans, MTSS resources	100% of PLC teams document each established data cycle and targeted instructional response; team-leader coaching/PLC artifacts show increased independent facilitation and shared ownership; student progress is reviewed during each 6-9 week Student Advocacy/WIN cycle.
By May 2027, increase teacher performance in T-TESS Differentiation (2.4) and Monitor & Adjust (2.5) by providing targeted professional learning, coaching, and PLC application so instruction is increasingly responsive to individual student needs while maintaining grade-level rigor.	2026-2027	Campus Administration, Instructional Coach, Classroom Teachers, PLCs	T-TESS Rubric and resources, November campus professional learning, district curriculum, UDL/Instructional Best Practices, formative assessment resources, student work/data, coaching cycles	The district target is 5% growth from 2026 Summative Evaluations in 2.4 and 2.5 to 2027 Summative Evaluations . In order to meet the campus measure because our starting average was higher, we need to reach 1.78% growth in 2.4 (3.59 --> 3.65) and 3.2% growth in 2.5 (3.55 --> 3.66).
By May 2027, strengthen K-5 mathematical reasoning through vertically aligned 'Math is Figure-Outable' practices so students more consistently use flexible thinking and mathematical language to explain and justify their thinking.	2026-2027	Campus Administration, Instructional Coach, K-5 Teachers, Math Vertical Teams, PLCs	Math is Figure-Outable/Pam Harris resources, problem strings, district math curriculum, manipulatives and visual models, student work samples, vertical-team and PLC time	100% of grade-level teams implement and analyze problem-string/student-work cycles during the year; vertical-team artifacts show increased alignment of models/language; student work and responses demonstrate increased frequency of explanation, justification, and flexible strategy use.
By June 2027, improve K-5 science instruction and student outcomes through vertically aligned vocabulary, hands-on/inquiry experiences, and data-informed planning, with particular attention to priority standards and 5th-grade STAAR readiness.	2026-2027	Campus Administration, Instructional Coach, K-5 Teachers, Science Vertical Teams, PLCs	Science TEKS and district curriculum, STAAR and campus assessment data, hands-on investigation/lab resources, vertical-team protocols, shared vocabulary and planning tools	100% of grade levels participate in science vertical alignment and hands-on planning; shared K-5 vocabulary/strategy resources are developed and used; 5th-grade science assessment data show measurable growth from BOY/interim baseline to spring/STAAR performance.
By April 2027, improve student attendance through early identification, family communication, and tiered support for students at risk of chronic absenteeism.	2026-2027	Campus Administration, Attendance Clerk, Counselors, Classroom Teachers	Attendance reports, Skyward/OnData resources, TEA guidance, family communication tools, student support and counseling resources	Decrease EE's chronic absenteeism rate by at least 1 percentage point from the 2025-2026 baseline; conduct monthly attendance reviews and document family contacts and tiered interventions for identified students.

INSTRUCTIONAL PRIORITY: Safe and Inclusive Schools

Goal	Timeline	Responsible Person(s)	Resources	Measurement, Evaluation, Documentation or Evidence
By May 2027, deepen K-5 students' understanding, ownership, and application of EE's five Lend-a-Hand traits - Respectful, Responsible, Integrity, Accepting, and Safety - through explicit monthly instruction, PBIS reinforcement, recognition, assemblies, and the year-long Lend-a-Hand Visual Arts Challenge.	2026-2027	Campus Administration, Counselors, Classroom Teachers, Specials Teachers, All Staff	EE Lend-a-Hand PBIS framework, monthly K-5 assemblies, Visual Arts Challenge, recognition systems/Principal's 100, common-area expectations, campus communication tools	At least 80% of students demonstrate growth by spring in identifying, explaining, and applying the five traits on age-appropriate checks/staff feedback; participation and grade-level representation in the Visual Arts Challenge increase across the year; recognition/referral data are reviewed for evidence of trait application.
By May 2027, strengthen students' social-emotional competencies in growth mindset and goal setting, emotion management, empathy/kindness, and problem-solving through consistent K-5 SEL instruction and classroom reinforcement.	2026-2027	Campus Administration, Counselor, Classroom Teachers, School-Based Therapist	Second Step digital curriculum, SEL resources, MTSS/PBIS frameworks, restorative practices, report-card SEL indicators	At least 70% of K-5 students' report cards reflect SEL mastery or better each quarter; lesson-delivery/counselor documentation confirms consistent implementation; campus teams review referral and student-support data each semester.
By May 2027, increase positive and prosocial student behavior by strengthening PBIS, restorative practices, bullying-prevention systems, and tiered behavioral supports across classrooms and common areas.	2026-2027	Campus Administration, Counselor, School-Based Therapist, Bullying Prevention Committee, Teachers, Student Support	MTSS framework, PBIS/Lend-a-Hand resources, common-area expectations, restorative-practice resources, referral/intervention protocols, behavior dashboard and PEIMS data	Reduce referrals related to bullying/student-to-student interactions by 10% from EOY 2026; review behavior/referral data at least quarterly and document targeted reteach, restorative response, or tiered support for identified patterns.
By May 2027, amplify student voice, creativity, leadership, and belonging by providing recurring opportunities for students to shape and represent campus culture through Lend-a-Hand art, assemblies, recognition, feedback, and counseling/campus input structures.	2026-2027	Campus Administration, Counselors, Teachers, Student Leaders, CLT/Team Leaders	Student surveys/checks, K-5 assemblies, Lend-a-Hand Visual Arts Challenge, campus displays, counseling needs assessment, student leadership opportunities	100% of grade levels are provided multiple mechanisms for student voice/leadership during the year; fall, midyear, and spring feedback is reviewed; at least one campus or counseling practice is added, adjusted, or reinforced in response to student feedback.
By May 2027, strengthen a safe, inclusive, and wellness-centered school community by providing students, staff, and families with developmentally appropriate learning and resources related to mental health, wellness, digital citizenship, interpersonal safety, and help-seeking.	2026-2027	Campus Administration, Counselor, School-Based Therapist, Teachers, District/Community Partners	District safety guidance, Second Step, digital citizenship/interpersonal safety resources, community partners, EAP/wellness resources, campus communication platforms	Campus counseling/support teams develop, deliver, or organize at least two wellness/mental-health learning opportunities for staff and/or families; K-5 students receive planned digital citizenship/interpersonal safety instruction; participation, communication, and formal/informal feedback are documented.