

Spring Independent School District
Eickenroht Elementary
2025-2026 Campus Improvement Plan

Accountability Rating: C



Mission Statement

Student centered every day in every way.

Vision

Eickenroht will create an environment of excellence where students achieve academic success, build relationships, take ownership of their growth and know they can write their future story.

Value Statement

- We base our decisions on what is best for our students.
- We strive for excellence in all we do.
- We build trust through integrity and lead by example.
- We communicate openly.
- We value diversity and treat everyone with dignity and respect.
- We see joy in our work and in our students.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	10
Perceptions	13
Priority Problem Statements	14
Goals	16
Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students	16
Goal 2: OPPORTUNITIES - Expand academic offerings so students can explore, learn, and excel	28
Goal 3: LEADERSHIP - Identify and support all leaders across every level of the organization	31
Goal 4: WELL-BEING - Ensure all schools are welcoming, safe environments where social and emotional needs are met	35
Goal 5: ENGAGEMENT - Empower family and student voices in support of positive student outcomes	38
Goal 6: EQUITY - Remove unacceptable barriers to student and staff success	40

Comprehensive Needs Assessment

Demographics

Demographics Summary

Eickenroht Elementary serves 572 students in grades PK through 5. We are a neighborhood school that serves students from six apartment complexes and one small community of homes. It is an open enrollment school that has been open for 15 years in Spring ISD and includes a CASE program, several behavior oriented programs, bilingual students and gifted students.

40% of students at Eickenroht are identified as Emergent Bilingual students whose primary language is Spanish. 17% of students are serviced in a special education program that includes speech services, in class support and resource room pull-out. 72.6% of students meet the state criteria to be identified as At Risk and 94% of students are economically disadvantaged though all students receive free lunch and breakfast.

Our students also have access to an after school program through 21st Century SAFE program where students get homework help, academic assistance and various enrichment opportunities in the arts and STEM arenas. The ethnic breakdown of the school shows a slight shift with the majority now being the Hispanic population. There were 155 office referrals this year for students with the highest infractions being unacceptable physical contact and fighting. 94.8% of infractions were identified as B/Af students and 6% were by hHispanic students. 77% of the infractions were by male students. 50% of infractions were from 5th grade students. 38% of infractions were from 3rd grade students.

The overall attendance rate for 2024 - 2025 is 93.48%. This is a small growth change from the previous year. Kindergarten has the lowest attendance by grade level at 91.5% and will be a focus to increase this year. The attendance committee meets monthly to discuss strategies and students with truancy issues.

The current number of uncertified teachers this year will be 14 teachers out of 42 teachers. At the beginning of the 25-26 school year we have a new principal that brings experience from another campus, there is a vacancy in the AP position, and a Campus Curriculum Specialist transferring from another campus. As a result, the leadership team has changed and will be working to build capacity and cohesiveness.

Demographics Strengths

I am pleased to report that our efforts to improve attendance in the lower grades have yielded positive results, with noticeable improvement over last year. This progress is complemented by the stability we have maintained in attendance within the intermediate grades, reflecting our commitment to fostering a consistent and engaging learning environment for all students.

This year, we are fortunate to have a more experienced team of teacher leaders. Their enhanced expertise and leadership skills will undoubtedly contribute to a more cohesive and effective teaching environment, benefiting both our educators and students. The experience they bring will help in mentoring newer staff and in implementing innovative teaching strategies that align with our educational goals.

Our student enrollment figures have remained stable, which is a testament to the quality of education and community we provide. We are proud that families continue to choose our school year after year, indicating their trust and satisfaction with the educational experience we offer. Additionally, the increase in student transfer requests highlights our growing reputation as a preferred choice for families seeking a nurturing and academically rigorous environment for their children.

The 21st century program and AVANCE have been instrumental in providing additional support that our parents greatly appreciate. These programs not only enhance the educational experience for our students but also offer valuable resources and support to families, reinforcing our commitment to a holistic approach to education that extends beyond the classroom.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): With 72% of students designated as at risk with complex needs, the presence of 14 uncertified teachers and a transitioning leadership team limits the ability to provide high quality instruction and support.

Root Cause: Uncertified teachers lack foundational knowledge about teaching and curriculum resulting in poor tier 1 instruction and classroom management.

Problem Statement 2 (Prioritized): Office referrals at our school increased from 46 to 155 in one year, reflecting a rise in disruptive student behaviors that interfere with instruction and hinder a positive learning environment.

Root Cause: The significant increase in office referrals indicates a notable shift in student behavior and reporting practices within our school due to the effectiveness of our current disciplinary policies and an increase in inexperienced teachers with little to no experience in classroom management.

Student Learning

Student Learning Summary

The TELPAS data indicates that 33% of students grew one level or more in their overall score. Students in second grade begin testing online and usually results in lowering of scores for students due to the reading and writing that is no longer holistically scored.

Grade level	Grew 1 level or more	Stayed on same level	Grade level	Grew 1 level or more	Stayed on same level
3rd grade	30%	55%	1st grade	31%	54%
4th grade	22%	59%	2nd grade	25%	53%
5th grade	59%	41%			

The STAAR ELA test includes short and extended response items as well as revising and editing passages for all grade levels. 68% of students received a score of 0 on their extended writing response making this an area of focus.

STAAR ELA/SLA data shows that 3rd grade students that received approaches increased from 49% to 61%. 4th grade ELA/SLA approaches increased from 50% to 73%. 5th grade ELA/SLA approaches decreased 1% from 61% to 60%. Continuing to grow our approaches, meets, and masters students will be a continued focus this school year.

Math STAAR 3rd grade approaches decreased from 51% to 44. 4th grade math approaches increased from 36% to 54%. 5th Grade Math STAAR approaches increased from 57% to 58%. Continuing to grow our approaches, meets, and masters students will be a continued focus this school year.

5th Grade Science increased from 36% of students approaching to 46%, and meets increased from 12% to 18%. Students are not entering 5th grade with a basic foundation of science concepts.

Emergent Bilingual students are achieving with monolingual learners in STAAR measures.

STAAR RESULTS (English & Spanish Combined)	Math 24-25 Approaches	Math 24-25 Meets	ELAR 24-25 Approaches	ELAR 24-25 24-25 Meets	Science 24-25 Approaches / meets
3rd grade	44%	25%	61%	25%	
4th grade	54%	36%	73%	30%	
5th grade	58%	25%	60%	35%	46% / 18%

A point of concern that remains is the number of students leaving their grade not reading on level. Amplify curriculum is used in these grade levels with designated time for ELA/SLA intervention. We need to examine the fidelity of intervention time and the proficiency of the staff when implementing small group intervention and the curriculum.

Mclass Data MOY 2024-2025 School Year (I can't pull the EOY report)			
English	% at or above	Spanish	% at or above
Kinder	47%	Kinder	54%
1st	40%	1st	48%

Mclass Data MOY 2024-2025 School Year (I can't pull the EOY report)			
2nd	21%	2nd	64%

MAP data in reading and math reflects STAAR data performance in grades 3-5. Math data for K-5 supports a systemic issue in math.

EES 2024 -2025 EOY MAP Data (pulled from NWEA)					
Math		Reading (English)		Reading (Spanish)	
	% at or above GL		% at or above GL		% at or above GL
K	29%	K		K	
1	26%	1		1	
2	10%	2		2	
3	33%	3	34%	3	62%
4	36%	4	44%	4	84%
5	29%	5	27%	5	na

Circle assessment data for PK students indicates that most students are entering kindergarten with the skills necessary to be successful. Data indicates a need for additional strategies to address phonological awareness and letter/sound correspondence as well as teacher development needs. Teacher turnover in PK has led to less experienced teachers in the classroom.

EOY 2024-2025 Circle Data (% of Students on Track)					
	Rapid Letter	Phonological	Math	Letter/Sound	Early Writing
English	78%	60%	82%	83%	60%
Spanish	95%	100%	95%	95%	100%

Student Learning Strengths

Our school has seen a significant increase in the number of students approaching on the STAAR test in every subject. Students are making significant gains each year and this year led to 25 points in growth for our campus. This significant growth gives us a starting point for the 2025-26 year and a springboard to continue growth so that we meet achievement.

We are proud to report that there is no gap in academic performance between our bilingual students and those who are English-only speakers. This achievement reflects our commitment to providing equitable educational opportunities and resources, ensuring that language is not a barrier to academic success.

Our Pre-Kindergarten students have demonstrated exceptional mastery in their CIRCLE scores, particularly in letter sound knowledge and rapid letter naming. This early literacy success is a testament to the strength of our early childhood education program, which lays a solid foundation for future academic achievement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): While the growth measure was significant, achievement remains low with 30% of students meeting standard across all subjects and grades.

Root Cause: Student materials did not provide STAAR alignment and teachers did not have the effectiveness needed to supplement materials.

Problem Statement 2 (Prioritized): 64% of students are leaving grades K-2 not reading on grade level.

Root Cause: Interventions do not close the gaps for students because they are not done with fidelity using sound, phonics based instruction.

Problem Statement 3 (Prioritized): 52% of students did not show growth on the TELPAS test by growing one level or more.

Root Cause: The amount and quality of exposure to English along with a lack of time to practice speaking and writing in English are limited.

Problem Statement 4 (Prioritized): 68% of students received a score of 0 on the extended constructive response of the STAAR ELAR test.

Root Cause: Lack of effective constructed response strategies during tier 1 instruction due to 5 out of 8 ELAR teachers being uncertified and new to teaching.

Problem Statement 5 (Prioritized): Attendance rates have consistently fallen below the intended goal.

Root Cause: Breakdown in communication and collaboration between school community and stakeholders.

School Processes & Programs

School Processes & Programs Summary

Curriculum

Eickenroht Elementary has just finished its 4th year of using the new ELA curriculum Amplify. Eickenroht will be using the new Bluebonnet Curriculum for math instruction. The Science curriculum utilized this school year is HMH in addition to STEM Scopes which will be purchased this year. Math and ELA lessons are scripted with an emphasis on lesson internalization and rehearsals. Science lessons have a pacing calendar and are guided and emphasis on lesson internalization, and exploration. Teachers attended planning PLC's each week with an instructional coach and received feedback from members of ILT.

Technology

Eickenroht Elementary integrated technology in the classroom this year through our blended learning program. Students had access to Amplify (Boost), IReady, Amira, Stemscores, and Progress Learning. These programs were used to support daily instruction and build students capacity on content by closing learning gaps. Additionally, teachers were able to use the data to plan instruction, create intervention groups and target high leverage TEKs areas.

Eickenroht has special education programs to support the needs of students that qualify through a full evaluation process. Students can attend the CASE program, PK3 ECSE, or SBS and AB at Eickenroht. Additionally, all PK students are part of AVANCE which provides additional staff and resources to the PK classrooms.

Extracurricular

Eickenroht also has an afterschool enrichment program, 21st Century, that provides various electives and homework help for up to 100 students per semester. Students had the opportunity to participate in a performance dance team, student council, art club and step team, as well as daily SEL lessons through Quaver curriculum. The district has created a scope

and sequence of lessons and topics that are shared with teachers. Additional counseling is available through the teacher, student or parent referral to include groups and individual counseling as well as collaboration with the counselor in classroom observations and feedback.

Professional Development

New teachers are provided a district new teacher orientation as well as a building new teacher meeting and a mentor teacher. Teachers are supported by a math coach, literacy coach, academic specialist, data specialist, team leader and counselor as well as the principal and AP. Teachers attend biweekly PLCs for support with data, instruction, classroom management and special populations support. Professional development is offered through the district at Job Alike Day, Teacher Summer Institute, and after school during staff meetings. Teachers are provided a passport listing the sessions needed each year.

Safety

All staff wear ID badges and use access cards to enter the building. An officer is assigned to Eickenroht Elementary on a full time basis. All staff complete Safe Schools training and monthly drills are conducted. Students will wear ID badges as well as RFID tags that will track student movement on buses in real time. Metal detectors are in place on campus and a perimeter fence was installed last year. A Raptor system is used to scan the ID of all visitors and a new camera system at the front door allows for additional safety since anyone entering the campus must be vetted at the door before being admitted.

School Processes & Programs Strengths

Our school takes pride in offering a wide array of extracurricular activities that cater to the diverse interests and talents of our students. These activities provide students with opportunities to explore new passions, develop skills beyond the classroom, and foster a sense of community and teamwork. Whether it's through sports, arts, clubs, or academic competitions, our extracurricular programs are designed to enrich the student experience and support holistic development.

Ensuring the safety of our students and staff is our utmost priority. We have implemented comprehensive safety measures, including the presence of a dedicated officer on campus to maintain a secure environment. Additionally, we have established non-negotiable procedures for visitors, ensuring that all individuals entering our campus are properly vetted and monitored. These protocols are in place to create a safe and welcoming atmosphere where students can focus on learning without concerns for their well-being.

Our commitment to professional development is evident through our scheduled extended Professional Learning Communities (PLCs), which are led by experienced coaches and administrators. These sessions provide our educators with valuable time to collaborate, share best practices, and engage in continuous learning. By fostering a culture of professional growth, we aim to enhance instructional strategies and ultimately improve student outcomes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): With multiple new and evolving curricula across content areas, including Bluebonnet Math and STEMscopes Science there is inconsistent and sometimes ineffective implementation of core instruction.

Root Cause: Although multiple supports are in place, new teachers face challenges navigating curriculum expectations, technology tools, and student needs, highlighting the importance of strengthening onboarding and mentoring processes along with coaching.

Problem Statement 2 (Prioritized): While technology is a helpful tool for blended learning, teachers rely on it as sole intervention for students in RTI rather than in person intervention.

Root Cause: Intervention strategies and procedures were taught but not implemented by teachers and they were not held accountable.

Problem Statement 3 (Prioritized): Student behaviors have increased.

Root Cause: Lack of programs and opportunities for student to have input and participation in their academic settings.

Perceptions

Perceptions Summary

The mission of Eickenroht Elementary is student centered every way, every day. Our vision is Eickenroht will create an environment of excellence where students achieve academic success, build relationships, and take ownership of their growth so they can write their future story. Our theme for the upcoming year is Exceptional Achievement. We believe every student deserves opportunity and access to quality instruction and that every child can learn.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents and other stakeholders report an unwelcoming environment when visiting Eickenroht.

Root Cause: Parents and stakeholders state that the level of communication needs to improve and that there are little to no opportunities for them to be involved in their students education.

Problem Statement 2 (Prioritized): Teacher retention has been problematic resulting in high staff turnover, low self-efficacy, and low job satisfaction.

Root Cause: Teachers have reported feeling unsupported and untrained to effectively perform job expectations.

Priority Problem Statements

Problem Statement 1: With 72% of students designated as at risk with complex needs, the presence of 14 uncertified teachers and a transitioning leadership team limits the ability to provide high quality instruction and support.

Root Cause 1: Uncertified teachers lack foundational knowledge about teaching and curriculum resulting in poor tier 1 instruction and classroom management.

Problem Statement 1 Areas: Demographics

Problem Statement 2: While the growth measure was significant, achievement remains low with 30% of students meeting standard across all subjects and grades.

Root Cause 2: Student materials did not provide STAAR alignment and teachers did not have the effectiveness needed to supplement materials.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 64% of students are leaving grades K-2 not reading on grade level.

Root Cause 3: Interventions do not close the gaps for students because they are not done with fidelity using sound, phonics based instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: With multiple new and evolving curricula across content areas, including Bluebonnet Math and STEMscopes Science there is inconsistent and sometimes ineffective implementation of core instruction.

Root Cause 4: Although multiple supports are in place, new teachers face challenges navigating curriculum expectations, technology tools, and student needs, highlighting the importance of strengthening onboarding and mentoring processes along with coaching.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Office referrals at our school increased from 46 to 155 in one year, reflecting a rise in disruptive student behaviors that interfere with instruction and hinder a positive learning environment.

Root Cause 5: The significant increase in office referrals indicates a notable shift in student behavior and reporting practices within our school due to the effectiveness of our current disciplinary policies and an increase in inexperienced teachers with little to no experience in classroom management.

Problem Statement 5 Areas: Demographics

Problem Statement 6: 52% of students did not show growth on the TELPAS test by growing one level or more.

Root Cause 6: The amount and quality of exposure to English along with a lack of time to practice speaking and writing in English are limited.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 68% of students received a score of 0 on the extended constructive response of the STAAR ELAR test.

Root Cause 7: Lack of effective constructed response strategies during tier 1 instruction due to 5 out of 8 ELAR teachers being uncertified and new to teaching.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: While technology is a helpful tool for blended learning, teachers rely on it as sole intervention for students in RTI rather than in person intervention.

Root Cause 8: Intervention strategies and procedures were taught but not implemented by teachers and they were not held accountable.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Parents and other stakeholders report an unwelcoming environment when visiting Eickenroht.

Root Cause 9: Parents and stakeholders state that the level of communication needs to improve and that there are little to no opportunities for them to be involved in their students education.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Student behaviors have increased.

Root Cause 10: Lack of programs and opportunities for student to have input and participation in their academic settings.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Teacher retention has been problematic resulting in high staff turnover, low self-efficacy, and low job satisfaction.

Root Cause 11: Teachers have reported feeling unsupported and untrained to effectively perform job expectations.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Attendance rates have consistently fallen below the intended goal.

Root Cause 12: Breakdown in communication and collaboration between school community and stakeholders.

Problem Statement 12 Areas: Student Learning

Goals

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 1: By June 2026, the campus will increase its Domain 1 (Student Achievement) rating to a letter grade of A by improving student performance levels on STAAR assessments across all tested content areas, as follows:

Approaches Grade Level: from [59 %] to [80 %]

Meets Grade Level: from [24%] to [40 %]


Masters Grade Level: from [4 %] to [20 %]

These targets align with STAAR/EOC performance requirements and are designed to meet or exceed the component score thresholds for Domain 1: [C = 41, B = 53, A = 60].

High Priority

Evaluation Data Sources: STAAR scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide rigorous Tier 1 instruction for all students by ensuring lessons are tightly aligned to TEKS, supported by high-quality instructional materials, and delivered with fidelity through engaging, student-centered practices. Teachers will design and internalize daily lessons that include clear learning objectives, frequent checks for understanding, and opportunities for academic discourse and critical thinking. To support this work, instructional leaders will deliver rigorous coaching cycles that include classroom walkthroughs, actionable feedback, and collaborative PLC structures focused on strengthening Tier 1 instruction. This dual focus on instructional rigor for students and coaching rigor for teachers will drive improved mastery at Approaches, Meets, and Masters levels on STAAR.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and teacher capacity for providing effective and high quality instruction.</p> <p>Staff Responsible for Monitoring: Principal, AP, coaches, academic specialist, teachers, and interventionist</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June



Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: With 72% of students designated as at risk with complex needs, the presence of 14 uncertified teachers and a transitioning leadership team limits the ability to provide high quality instruction and support. Root Cause: Uncertified teachers lack foundational knowledge about teaching and curriculum resulting in poor tier 1 instruction and classroom management.</p>
Student Learning
<p>Problem Statement 2: 64% of students are leaving grades K-2 not reading on grade level. Root Cause: Interventions do not close the gaps for students because they are not done with fidelity using sound, phonics based instruction.</p>
School Processes & Programs
<p>Problem Statement 1: With multiple new and evolving curricula across content areas, including Bluebonnet Math and STEMscopes Science there is inconsistent and sometimes ineffective implementation of core instruction. Root Cause: Although multiple supports are in place, new teachers face challenges navigating curriculum expectations, technology tools, and student needs, highlighting the importance of strengthening onboarding and mentoring processes along with coaching.</p>

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 2: By June 2026, student achievement in Reading English Language Arts (RELA) will improve to support an overall Domain 1 (Student Achievement) rating of A by increasing STAAR/EOC performance levels as follows:

Approaches Grade Level: from 62% to 80%

Meets Grade Level: from 28% to 50%

Masters Grade Level: from 5% to 30%

These targets reflect performance in RELA and are aligned to the campus wide goal of earning a Domain 1 component score of [41, 53, or 60] or higher.

High Priority

Evaluation Data Sources: STAAR scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide targeted and strategic support of high-yield TEKS during planning and instructional delivery by strengthening Tier 1 instruction. Teachers will deeply internalize lessons, identify priority SEs, and design rigorous, TEKS-aligned tasks that anticipate misconceptions and include frequent checks for understanding. During instructional delivery, teachers will embed opportunities for academic discourse, problem-solving, and writing to ensure students engage with grade-level content at the Approaches, Meets, and Masters levels. Instructional leaders will monitor this work through PLCs, coaching cycles, and walkthroughs to ensure Tier 1 instruction consistently reinforces mastery of high-yield TEKS and drives improved student outcomes.</p> <p>Strategy's Expected Result/Impact: Build teacher and student capacity in addressing academic gaps.</p> <p>Staff Responsible for Monitoring: ILT</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	Review content area			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: While the growth measure was significant, achievement remains low with 30% of students meeting standard across all subjects and grades. **Root Cause:** Student materials did not provide STAAR alignment and teachers did not have the effectiveness needed to supplement materials.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 3: By June 2026, student achievement in Mathematics will improve to support an overall Domain 1 (Student Achievement) rating of A by increasing STAAR/EOC performance levels as follows:

Approaches Grade Level: from 53% to 80%





Meets Grade Level: from 31% to 50%

Masters Grade Level: from 7% to 30%

These targets reflect performance in Math and are aligned to the campus wide goal of earning a Domain 1 component score of [41, 53, or 60] or higher.

High Priority

Evaluation Data Sources: STAAR scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Foster collaboration through Professional Learning Communities (PLCs) that prioritize strengthening Tier 1 instruction by analyzing student data, internalizing upcoming lessons, and planning rigorous, TEKS-aligned instruction. PLCs will also be used to design targeted interventions and acceleration strategies that extend directly from first-teach, ensuring coherence between core instruction and additional supports. Teachers will share best practices, rehearse instructional delivery, and review student work samples to refine daily Tier 1 practices. Instructional leaders will facilitate PLCs to ensure collaboration remains focused on improving instructional quality and driving student outcomes at the Approaches, Meets, and Masters levels.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and close academic gaps.</p> <p>Staff Responsible for Monitoring: Principal, AP, academic specialist, coaches, and interventionist</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: With 72% of students designated as at risk with complex needs, the presence of 14 uncertified teachers and a transitioning leadership team limits the ability to provide high quality instruction and support. **Root Cause:** Uncertified teachers lack foundational knowledge about teaching and curriculum resulting in poor tier 1 instruction and classroom management.

Student Learning

Problem Statement 1: While the growth measure was significant, achievement remains low with 30% of students meeting standard across all subjects and grades. **Root Cause:** Student materials did not provide STAAR alignment and teachers did not have the effectiveness needed to supplement materials.

School Processes & Programs

Problem Statement 1: With multiple new and evolving curricula across content areas, including Bluebonnet Math and STEMscopes Science there is inconsistent and sometimes ineffective implementation of core instruction. **Root Cause:** Although multiple supports are in place, new teachers face challenges navigating curriculum expectations, technology tools, and student needs, highlighting the importance of strengthening onboarding and mentoring processes along with coaching.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 4: By the end of the Spring 2026 testing season, Eickenroht Elementary will improve its Domain 2A (Academic Growth) performance by increasing student growth in both reading and mathematics. Specifically:

The percentage of students demonstrating academic growth in reading will increase from 69 % to 80%


The percentage of students demonstrating academic growth in mathematics will increase from 72 % to 80%


These increases will result in a combined Academic Growth score of 80% in Domain 2A


High Priority


Evaluation Data Sources: STAAR scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide daily Tier 1 instruction that is tightly aligned to the Texas Essential Knowledge and Skills (TEKS), ensuring all students have access to rigorous, grade-level content. Teachers will use high-quality instructional materials, research-based strategies, and frequent checks for understanding to engage all learners and address misconceptions in real time. Differentiation within Tier 1 will be emphasized to meet the needs of diverse learners, while targeted supports in Tier II and Tier III will supplement--not replace--strong first-teach. Instructional leaders will monitor alignment and rigor through PLCs, walkthroughs, and coaching cycles to ensure instructional practices consistently drive mastery of TEKS and improved outcomes at Approaches, Meets, and Masters.</p> <p>Strategy's Expected Result/Impact: Improve MAP and STAAR scores and provide differentiated instruction for students.</p> <p>Staff Responsible for Monitoring: Principal, AP, academic specialist, interventionist, and coaches</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	This area is currently empty in the image			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: With 72% of students designated as at risk with complex needs, the presence of 14 uncertified teachers and a transitioning leadership team limits the ability to provide high quality instruction and support. **Root Cause:** Uncertified teachers lack foundational knowledge about teaching and curriculum resulting in poor tier 1 instruction and classroom management.

Student Learning

Problem Statement 1: While the growth measure was significant, achievement remains low with 30% of students meeting standard across all subjects and grades. **Root Cause:** Student materials did not provide STAAR alignment and teachers did not have the effectiveness needed to supplement materials.

School Processes & Programs

Problem Statement 1: With multiple new and evolving curricula across content areas, including Bluebonnet Math and STEMscopes Science there is inconsistent and sometimes ineffective implementation of core instruction. **Root Cause:** Although multiple supports are in place, new teachers face challenges navigating curriculum expectations, technology tools, and student needs, highlighting the importance of strengthening onboarding and mentoring processes along with coaching.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 5: By June 2026, student achievement in (5th Grade Science) will improve to support an overall Domain 1 (Student Achievement) rating of ___ by increasing STAAR/EOC performance levels as follows:

Approaches Grade Level: from 56% to 80%

Meets Grade Level: from 14% to 40%

Masters Grade Level: from 1% to 20%

These targets reflect performance in (Grade 5 Science) and are aligned to the campuswide goal of earning a Domain 1 component score of 41 or higher.

High Priority

Evaluation Data Sources: STAAR scores and MAP/NWEA

Strategy 1 Details	Reviews			
<p>Strategy 1: In 5th grade science, build content knowledge and academic vocabulary through rigorous Tier 1 instruction that is fully aligned to the TEKS. Teachers will embed explicit vocabulary instruction into daily lessons, using visuals, word walls, anchor charts, and interactive notebooks to deepen understanding of key scientific concepts. Students will apply vocabulary in context through academic discourse, written responses, hands-on experiments, and problem-solving tasks, ensuring mastery of both content and language. Instructional leaders will monitor this work through PLCs, walkthroughs, and coaching cycles to ensure Tier 1 science instruction equips students with the knowledge and vocabulary needed for success on STAAR and beyond.</p> <p>Strategy's Expected Result/Impact: Build literacy skills and explicitly teach scientific vocabulary to increase academic performance.</p> <p>Staff Responsible for Monitoring: Science teachers, coaches, and interventionist</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	Empty review cells			

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 1: With 72% of students designated as at risk with complex needs, the presence of 14 uncertified teachers and a transitioning leadership team limits the ability to provide high quality instruction and support. **Root Cause:** Uncertified teachers lack foundational knowledge about teaching and curriculum resulting in poor tier 1 instruction and classroom management.

Student Learning

Problem Statement 1: While the growth measure was significant, achievement remains low with 30% of students meeting standard across all subjects and grades. **Root Cause:** Student materials did not provide STAAR alignment and teachers did not have the effectiveness needed to supplement materials.

School Processes & Programs

Problem Statement 2: While technology is a helpful tool for blended learning, teachers rely on it as sole intervention for students in RTI rather than in person intervention. **Root Cause:** Intervention strategies and procedures were taught but not implemented by teachers and they were not held accountable.





Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 6: By May 2026, the campus will normalize student growth in Reading and Mathematics by ensuring that at least 85% of students meet or exceed their individual growth targets, as measured by STAAR Progress Measures, MAP Growth assessments, and campus-based assessments. The campus will monitor each student's progress trajectory to ensure growth is consistent across grade levels and student groups, reducing gaps so that all learners stay on track toward grade-level proficiency.

High Priority

Evaluation Data Sources: STAAR Progress Measures, MAP Growth Assessment Reports (Reading & Mathematics), Campus-Based Common Assessments (CBAs, Benchmarks, Unit Assessments), Student Data Binders / Digital Trackers (student-led data tracking), Leadership Walkthrough & Coaching Feedback Logs, End-of-Year Accountability Reports (Domain 2A: Academic Growth, Domain 3: Closing the Gaps)

Strategy 1 Details	Reviews			
<p>Strategy 1: K-12 students will set individual growth goals, engage in regular student-teacher goal conferences, and track their own progress in data binders or digital trackers to build ownership of their learning. Through this process, students will understand their progress trajectory and take active responsibility for meeting growth targets. High-quality Tier 1 instruction, along with targeted small-group acceleration and intervention, will be delivered during the school day, after school tutorials, Saturday sessions, and other designated support periods to ensure all students remain on track to meet or exceed their growth goals.</p> <p>Strategy's Expected Result/Impact: By May 2026, the campus will normalize growth so that at least 85% of students meet or exceed their Reading and Math growth targets through goal-setting, student-teacher conferences, progress tracking, and consistent Tier 1 instruction with targeted interventions.</p> <p>Staff Responsible for Monitoring: Campus Administrators and Coaches/ Specialist/ Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 6 Problem Statements:

Student Learning
<p>Problem Statement 1: While the growth measure was significant, achievement remains low with 30% of students meeting standard across all subjects and grades. Root Cause: Student materials did not provide STAAR alignment and teachers did not have the effectiveness needed to supplement materials.</p>

Student Learning

Problem Statement 2: 64% of students are leaving grades K-2 not reading on grade level. **Root Cause:** Interventions do not close the gaps for students because they are not done with fidelity using sound, phonics based instruction.

Problem Statement 3: 52% of students did not show growth on the TELPAS test by growing one level or more. **Root Cause:** The amount and quality of exposure to English along with a lack of time to practice speaking and writing in English are limited.

Problem Statement 4: 68% of students received a score of 0 on the extended constructive response of the STAAR ELAR test. **Root Cause:** Lack of effective constructed response strategies during tier 1 instruction due to 5 out of 8 ELAR teachers being uncertified and new to teaching.

Problem Statement 5: Attendance rates have consistently fallen below the intended goal. **Root Cause:** Breakdown in communication and collaboration between school community and stakeholders.





Goal 2: OPPORTUNITIES - Expand academic offerings so students can explore, learn, and excel

Performance Objective 1: Expand academic offerings to enrich student exploration, deepen learning, and elevate achievement, leading to improved student success and preparation for diverse pathways.

High Priority

Evaluation Data Sources: Student participation in tutorials and other academic program offerings.

Strategy 1 Details	Reviews			
<p>Strategy 1: Strengthen and expand existing programs to incorporate innovative teaching methodologies, experiential learning opportunities, and interdisciplinary approaches.</p> <p>Strategy's Expected Result/Impact: Maintain participation in academic programs and improve student engagement</p> <p>Staff Responsible for Monitoring: Academic specialist and coaches and counselors</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 2: Office referrals at our school increased from 46 to 155 in one year, reflecting a rise in disruptive student behaviors that interfere with instruction and hinder a positive learning environment. Root Cause: The significant increase in office referrals indicates a notable shift in student behavior and reporting practices within our school due to the effectiveness of our current disciplinary policies and an increase in inexperienced teachers with little to no experience in classroom management.</p>

Goal 2: OPPORTUNITIES - Expand academic offerings so students can explore, learn, and excel

Performance Objective 2: By June 2026, Eickenroht will establish and sustain at least two cross level partnership programs that collectively engage 95% of 5th grade students in at least one exposure activity to future academic offerings.

Evaluation Data Sources: Course selection, and applications for choice schools

Strategy 1 Details	Reviews			
<p>Strategy 1: Invite Roberson, SLA, and Bammel Middle School representatives to present options, programs, and expectations to 5th grade students and families. These sessions will provide students with early exposure to middle school opportunities, help them build connections with future educators, and ease the transition from elementary to secondary. By fostering partnerships and alignment across feeder campuses, students will be better prepared academically and socially, ensuring continuity of Tier 1 instruction and increased readiness for middle school success.</p> <p>Strategy's Expected Result/Impact: Increase interest in middle school activities and inform students of course offerings before making selections.</p> <p>Staff Responsible for Monitoring: Counselors and coaches</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: Student behaviors have increased. Root Cause: Lack of programs and opportunities for student to have input and participation in their academic settings.</p>

Goal 2: OPPORTUNITIES - Expand academic offerings so students can explore, learn, and excel

Performance Objective 3: By May 2026, the campus will increase overall student enrollment from 560 to at least 590 students and improve Average Daily Attendance (ADA) to 95%, as measured by PEIMS Snapshot enrollment and ADA reports.





2024-2025- #92% Attendance Rate

2025-2026 Goal: 95%Attendance Rate

High Priority

Evaluation Data Sources: PEIMS Snapshot

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a multi-tiered strategy for communicating with families about student attendance. We will make calls, send messages in DOJO, and have teachers document in the take home folder.</p> <p>Strategy's Expected Result/Impact: Increase parental and family awareness of student attendance.</p> <p>Staff Responsible for Monitoring: Attendance clerk, counselor, and teachers</p> <p>Title I: 2.52, 2.531</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 5</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 5: Attendance rates have consistently fallen below the intended goal. Root Cause: Breakdown in communication and collaboration between school community and stakeholders.</p>

Goal 3: LEADERSHIP - Identify and support all leaders across every level of the organization

Performance Objective 1: By May 2026, campus leadership will strengthen leadership capacity and build a high-functioning leadership team by implementing a distributed leadership model. Progress will be measured through evidence of implementation, including leadership self-assessments, ESF-aligned reflection protocols, and a minimum 75% proficiency rating in relevant domains of the TPES Leadership Practices Rubric.

Strategy 1 Details	Reviews			
<p>Strategy 1: Clearly define leadership roles and expectations to ensure accountability at every level. Campus leaders will establish transparent systems for holding teachers accountable to high-quality Tier 1 instruction and for holding themselves accountable to schedules that prioritize coaching, PLC facilitation, data meetings, and walkthroughs. Leadership time will be intentionally aligned to campus achievement goals, with a focus on monitoring instruction, providing timely feedback, and ensuring instructional minutes are maximized for student learning. By creating clarity of roles and alignment of time to priorities, the leadership team will drive consistent improvements in teaching, learning, and overall student outcomes.</p> <p>Strategy's Expected Result/Impact: Develop leaders that positively influence achievement and teacher effectiveness. Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51, 2.52, 2.53, 2.533, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Student Learning 2 - School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	Review content area			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: 64% of students are leaving grades K-2 not reading on grade level. Root Cause: Interventions do not close the gaps for students because they are not done with fidelity using sound, phonics based instruction.</p>
School Processes & Programs
<p>Problem Statement 1: With multiple new and evolving curricula across content areas, including Bluebonnet Math and STEMscopes Science there is inconsistent and sometimes ineffective implementation of core instruction. Root Cause: Although multiple supports are in place, new teachers face challenges navigating curriculum expectations, technology tools, and student needs, highlighting the importance of strengthening onboarding and mentoring processes along with coaching.</p>


School Processes & Programs

Problem Statement 2: While technology is a helpful tool for blended learning, teachers rely on it as sole intervention for students in RTI rather than in person intervention. **Root Cause:** Intervention strategies and procedures were taught but not implemented by teachers and they were not held accountable.

Goal 3: LEADERSHIP - Identify and support all leaders across every level of the organization

Performance Objective 2: By May 2026, campus leadership will improve the quality of instruction by strengthening leadership capacity in coaching and teacher development. Through consistent observation and feedback cycles, at least 85% of teachers will demonstrate growth in one or more targeted T-TESS dimensions (e.g., Instructional Delivery, Classroom Environment, or Data-Driven Instruction), as evidenced by pre- and post-evaluation data and documented coaching touchpoints conducted by campus leaders.

Strategy 1 Details	Reviews			
<p>Strategy 1: Coaching cycle progress monitoring trackers will be implemented to document teacher growth, ensure accountability, and provide transparency in the coaching process. Feedback will be explicitly aligned to the campus vision and focused on strengthening Tier 1 instruction, including lesson internalization, TEKS alignment, student engagement, and checks for understanding. Instructional leaders will use tracker data to identify trends across classrooms, adjust professional learning priorities, and celebrate teacher growth. This systematic approach will ensure coaching cycles directly impact classroom instruction and student achievement.</p> <p>Strategy's Expected Result/Impact: Teachers showing consistent and impactful growth.</p> <p>Staff Responsible for Monitoring: Campus Academic Specialist</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2, 3, 4 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June



Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: With 72% of students designated as at risk with complex needs, the presence of 14 uncertified teachers and a transitioning leadership team limits the ability to provide high quality instruction and support. Root Cause: Uncertified teachers lack foundational knowledge about teaching and curriculum resulting in poor tier 1 instruction and classroom management.</p>
Student Learning
<p>Problem Statement 2: 64% of students are leaving grades K-2 not reading on grade level. Root Cause: Interventions do not close the gaps for students because they are not done with fidelity using sound, phonics based instruction.</p>
<p>Problem Statement 3: 52% of students did not show growth on the TELPAS test by growing one level or more. Root Cause: The amount and quality of exposure to English along with a lack of time to practice speaking and writing in English are limited.</p>

Student Learning

Problem Statement 4: 68% of students received a score of 0 on the extended constructive response of the STAAR ELAR test. **Root Cause:** Lack of effective constructed response strategies during tier 1 instruction due to 5 out of 8 ELAR teachers being uncertified and new to teaching.

School Processes & Programs

Problem Statement 1: With multiple new and evolving curricula across content areas, including Bluebonnet Math and STEMscopes Science there is inconsistent and sometimes ineffective implementation of core instruction. **Root Cause:** Although multiple supports are in place, new teachers face challenges navigating curriculum expectations, technology tools, and student needs, highlighting the importance of strengthening onboarding and mentoring processes along with coaching.

Goal 4: WELL-BEING - Ensure all schools are welcoming, safe environments where social and emotional needs are met





Performance Objective 1: By May 2026, the campus will implement a fully integrated Tier 1 MTSS framework to promote student well-being by embedding proactive behavior supports, daily SEL routines, and mental health strategies into instructional practices. Success will be measured by:

80% of classrooms delivering daily Tier 1 SEL instruction or integration into core content with fidelity;

A minimum 10% decrease in Tier 1 discipline referrals compared to the previous school year;

At least 70% of students reporting positive perceptions of safety, belonging, and emotional support on the end-of-year climate and well-being survey.

Strategy 1 Details	Reviews			
<p>Strategy 1: Train all staff to understand the MTSS process and implement it with fidelity, ensuring Tier 1 instruction is the foundation for student success. Professional learning will build teacher capacity to analyze multiple sources of student data, identify trends, and make instructional adjustments within daily Tier 1 lessons. Staff will also be trained to select appropriate Tier II and Tier III interventions that align with and extend core instruction, rather than replace it. Ongoing coaching, progress monitoring, and leadership walkthroughs will ensure MTSS practices strengthen Tier 1 instruction, close learning gaps, and accelerate student achievement across all subgroups.</p> <p>Strategy's Expected Result/Impact: Decrease in disciplinary referrals. Staff Responsible for Monitoring: MTSS team/AP</p> <p>Title I: 2.51, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	Review content area			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics


Problem Statement 1: With 72% of students designated as at risk with complex needs, the presence of 14 uncertified teachers and a transitioning leadership team limits the ability to provide high quality instruction and support. **Root Cause:** Uncertified teachers lack foundational knowledge about teaching and curriculum resulting in poor tier 1 instruction and classroom management.

Goal 4: WELL-BEING - Ensure all schools are welcoming, safe environments where social and emotional needs are met

Performance Objective 2: By May 2026, the campus will enhance staff well-being and create a supportive adult culture by embedding Tier 1 adult SEL and wellness practices into campus operations. Success will be measured by:

At least 70% of staff reporting a positive perception of emotional safety, connection, and support on the end-of-year climate and well-being survey.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide routine opportunities for staff feedback, input, and intentional check-ins with teams to foster a positive, collaborative school culture. Leaders will establish structured forums such as surveys, listening sessions, and team huddles to ensure staff voices are heard and valued. Feedback will be reviewed and acted upon transparently, with adjustments communicated to staff to build trust and accountability. Intentional team check-ins will focus on both staff well-being and instructional priorities, ensuring that teachers feel supported in delivering strong Tier 1 instruction. By cultivating open communication and responsiveness, the campus will strengthen morale, increase staff ownership, and create a culture that directly supports student achievement.</p> <p>Strategy's Expected Result/Impact: Increase in staff retention and overall culture.</p> <p>Staff Responsible for Monitoring: ILT</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June



Performance Objective 2 Problem Statements:


Perceptions
<p>Problem Statement 2: Teacher retention has been problematic resulting in high staff turnover, low self-efficacy, and low job satisfaction. Root Cause: Teachers have reported feeling unsupported and untrained to effectively perform job expectations.</p>

Goal 5: ENGAGEMENT - Empower family and student voices in support of positive student outcomes

Performance Objective 1: Family Engagement

By May 2026, the campus will increase meaningful family engagement by hosting at least four structured family feedback sessions (e.g., listening tours, focus groups, or parent panels), with at least 60% of participating families reporting that their input influenced school decisions, as measured by post-session surveys and reflection data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the strategic scheduling of four family feedback sessions throughout the school year, complemented by parent surveys and a dedicated parent input table at all Eickenroht events. These opportunities will ensure families have multiple avenues to provide meaningful feedback, share insights, and collaborate with campus leadership. Feedback will be reviewed, summarized, and acted upon with transparency so that parents see how their voices influence campus decisions. Parent input will also be intentionally connected to Tier 1 instruction by using feedback to inform communication around curriculum, academic expectations, and student supports. By elevating parent voice and partnership, the campus will strengthen trust, improve family engagement, and create stronger alignment between home and school to support student achievement.</p> <p>Strategy's Expected Result/Impact: Parent input will be collected and implemented. Staff Responsible for Monitoring: ILT</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June







Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Parents and other stakeholders report an unwelcoming environment when visiting Eickenroht. Root Cause: Parents and stakeholders state that the level of communication needs to improve and that there are little to no opportunities for them to be involved in their students education.</p>

Goal 5: ENGAGEMENT - Empower family and student voices in support of positive student outcomes

Performance Objective 2: Student Voice

By May 2026, the campus will establish and facilitate a student leadership or advisory group that meets quarterly to provide input on school climate, academic programs, and student needs. At least 75% of student participants will report that their ideas were acknowledged and acted upon, as measured by end-of-year student engagement surveys and action tracking logs.

Strategy 1 Details	Reviews			
<p>Strategy 1: The Eickenroht Student Council will participate in quarterly meetings with campus leadership to provide authentic feedback and input on school needs, climate, and student experiences. Leadership will facilitate structured discussions that empower students to share perspectives on academics, culture, and campus initiatives, ensuring their voices inform decision-making. Feedback from these meetings will be reviewed, communicated back to the student body, and incorporated into campus improvement efforts, including initiatives that strengthen Tier 1 instruction and overall school culture. By elevating student leadership and voice, the campus will foster a stronger sense of belonging, shared ownership, and a positive learning environment that supports academic and social-emotional success.</p> <p>Strategy's Expected Result/Impact: Increase in student engagement and improvement in school climate.</p> <p>Staff Responsible for Monitoring: ILT</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: Parents and other stakeholders report an unwelcoming environment when visiting Eickenroht. Root Cause: Parents and stakeholders state that the level of communication needs to improve and that there are little to no opportunities for them to be involved in their students education.</p>

Goal 6: EQUITY - Remove unacceptable barriers to student and staff success

Performance Objective 1: By June of 2026, the campus will increase academic performance and growth for the Special Education student group to meet or exceed state interim targets as outlined in the Closing the Gaps domain.

Specifically, the campus will:

Increase the percentage of Special Education students achieving Meets Grade Level or above in Reading from 19 % to 40%, with the interim target set at 30%.





Increase the percentage of Special Education students achieving Meets Grade Level or above in Mathematics from 27% to 45%, with the interim target set at 35 %

Improve Reading growth of Special Education students from 50 % to 70 %, with the interim target set at 60%

Improve Mathematics growth of Special Education students from 50% to 70 %, with the interim target set at 60%

High Priority

Evaluation Data Sources: STAAR and Interim assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase staff capacity to provide high-quality Tier 1 instruction and targeted supports for special education student groups by strengthening teacher knowledge of accommodations, differentiation strategies, and specially designed instruction. Professional learning and coaching will focus on ensuring students with disabilities have access to rigorous, grade-level content through core instruction, while progress monitoring data will guide the delivery of Tier II and Tier III interventions as needed. Instructional leaders will support teachers through walkthroughs, feedback, and collaborative planning to ensure instructional practices are inclusive, aligned to TEKS, and designed to close achievement gaps for special education students.</p> <p>Strategy's Expected Result/Impact: Increase in student performance, achievement, and growth.</p> <p>Staff Responsible for Monitoring: Teachers and ILT</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: With 72% of students designated as at risk with complex needs, the presence of 14 uncertified teachers and a transitioning leadership team limits the ability to provide high quality instruction and support. Root Cause: Uncertified teachers lack foundational knowledge about teaching and curriculum resulting in poor tier 1 instruction and classroom management.</p>
Student Learning
<p>Problem Statement 1: While the growth measure was significant, achievement remains low with 30% of students meeting standard across all subjects and grades. Root Cause: Student materials did not provide STAAR alignment and teachers did not have the effectiveness needed to supplement materials.</p>
<p>Problem Statement 2: 64% of students are leaving grades K-2 not reading on grade level. Root Cause: Interventions do not close the gaps for students because they are not done with fidelity using sound, phonics based instruction.</p>
<p>Problem Statement 3: 52% of students did not show growth on the TELPAS test by growing one level or more. Root Cause: The amount and quality of exposure to English along with a lack of time to practice speaking and writing in English are limited.</p>
<p>Problem Statement 4: 68% of students received a score of 0 on the extended constructive response of the STAAR ELAR test. Root Cause: Lack of effective constructed response strategies during tier 1 instruction due to 5 out of 8 ELAR teachers being uncertified and new to teaching.</p>

School Processes & Programs

Problem Statement 1: With multiple new and evolving curricula across content areas, including Bluebonnet Math and STEMscopes Science there is inconsistent and sometimes ineffective implementation of core instruction. **Root Cause:** Although multiple supports are in place, new teachers face challenges navigating curriculum expectations, technology tools, and student needs, highlighting the importance of strengthening onboarding and mentoring processes along with coaching.

Goal 6: EQUITY - Remove unacceptable barriers to student and staff success

Performance Objective 2: By June of 2026, the campus will increase academic performance and growth for the EB student group to meet or exceed state interim targets as outlined in the Closing the Gaps domain.

Specifically, the campus will:

Increase the percentage of EB students achieving Meets Grade Level or above in Reading from 36 % to 55 %, with the interim target set at 45 %

Increase the percentage of EB students achieving Meets Grade Level or above in Mathematics from 29 % to 45%, with the interim target set at 40 %

Improve Reading growth of EB from 80 % to 90%, with the interim target set at 85 %

Improve Mathematics growth of EB from 80 % to 90 %, with the interim target set at 85 %


High Priority

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will administer practice and monitor Summit K12 progress to track language acquisition and academic growth for Emergent Bilingual students. Data from Summit K12 will be used to inform and strengthen Tier 1 instruction by embedding vocabulary development, language supports, and structured opportunities for academic discourse into daily lessons. In addition, teachers will partner with families by sharing strategies and resources to reinforce language growth at home, ensuring alignment between classroom instruction and family support. Instructional leaders will monitor progress through data reviews, coaching, and walkthroughs to ensure language development is consistently integrated into Tier 1 teaching and student achievement outcomes.</p> <p>Strategy's Expected Result/Impact: Improvement in student performance on TELPAS and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers and ILT</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Jan	Mar	June
	Empty review cells			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 3: 52% of students did not show growth on the TELPAS test by growing one level or more. **Root Cause:** The amount and quality of exposure to English along with a lack of time to practice speaking and writing in English are limited.





Goal 6: EQUITY - Remove unacceptable barriers to student and staff success

Performance Objective 3: By the end of the 2025-2026 school year Eickenroht Elementary will reduce disproportionality in Special Education Disciplinary Removals for African American students by moving from Performance Level 2 to PL 1.

High Priority

Evaluation Data Sources: Discipline data from Aeries.

Strategy 1 Details	Reviews			
<p>Strategy 1: Strengthen social-emotional learning (SEL) skills through explicit teaching, consistent modeling, and intentional integration into the Tier 1 curriculum. Teachers will embed SEL practices into daily lessons, morning meetings, and classroom routines to build self-awareness, self-management, relationship skills, and responsible decision-making. Instructional leaders will provide coaching and feedback to ensure SEL instruction is delivered with fidelity and aligned to campus expectations. By cultivating a positive classroom culture and equipping students with SEL competencies, the campus will enhance student engagement, reduce behavioral incidents, and create the conditions for stronger Tier 1 academic outcomes.</p> <p>Strategy's Expected Result/Impact: Reduce disproportionality in SPED referrals for African American students. Staff Responsible for Monitoring: MTSS team</p> <p>Title I: 2.533 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 2 - School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	June
	Review content area			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: Office referrals at our school increased from 46 to 155 in one year, reflecting a rise in disruptive student behaviors that interfere with instruction and hinder a positive learning environment. Root Cause: The significant increase in office referrals indicates a notable shift in student behavior and reporting practices within our school due to the effectiveness of our current disciplinary policies and an increase in inexperienced teachers with little to no experience in classroom management.</p>

School Processes & Programs

Problem Statement 3: Student behaviors have increased. **Root Cause:** Lack of programs and opportunities for student to have input and participation in their academic settings.