Education Center International Academy
District/Campus Academic Plan
2026-2027

This district-level reflection is intended to help evaluate your districts' School Improvement efforts by examining student outcome data, implementation fidelity, and system-level practices. This process will help your district identify effective actions, understand challenges, and determine the strategic adjustments necessary to accelerate student outcomes next year.

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1) Student Outcomes & Fidelity of Strategy Implementation

Student performance data from IXL demonstrated areas of growth and areas requiring additional instructional support.

- Across Kindergarten through 2nd grade students performed at 86% for text comprehension, 83% word reading and decoding; 1st - 2nd performed at 62% oral reading fluency on the CLI Kindergarten Readiness and 1st-2nd TPRI.
- Across Kindergarten through 2nd Grade, the average mathematics performance remained relatively stable, moving from 49% at the beginning of the year to 48.7% at the end of the year. While Kindergarten demonstrated notable growth (+9 percentage points) and 2nd Grade showed a slight increase (+1 percentage point), these gains were offset by a decline in 1st Grade performance (-12 percentage points).
- Students in grades 3–6 performed at 62% Approaches Grade Level and **37% Meets and above** on the 2026 STAAR Readiness Test.
- Students in grades 3-6 performed at 71% Approaches Grade Level and **38% Meets and above** on the 2026 STAAR Readiness Test.

The 2025–2026 school year marked the district's first year of implementation of the Bluebonnet Learning Reading Language Arts curriculum and the second year of implementation of Eureka Math/Bluebonnet Learning Mathematics. Throughout the year, teachers and administrators worked diligently to build instructional capacity, align classroom practices to the Texas Essential Knowledge and Skills (TEKS), and ensure fidelity of implementation across grade levels.

Multiple data sources were monitored throughout the year, including reading comprehension, vocabulary acquisition, fluency, written response strategies, and mathematics proficiency. Data analysis indicated notable growth in 5th and 6th students' written response skills, which aligned with improved reading performance across the district. Students also demonstrated increased engagement in learning and greater ownership of their academic progress.

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2) District Actions & Supports

Based on our student outcome data and TIP/TAP milestone evidence, our district learned that consistent implementation of TEKS-aligned instruction, targeted interventions, and ongoing data analysis positively impacted student achievement. District-level systems that most influenced student outcomes included curriculum alignment, professional learning opportunities, progress monitoring processes, and collaborative PLC structures focused on instructional planning and student data analysis. The most effective systems within the classroom included small-group instruction, intervention scheduling, and the consistent use of formative assessments to guide instruction.

Barriers that limited student outcome growth included gaps in foundational reading skills, student attendance concerns, and varying levels of teacher capacity in data-driven instructional planning. These barriers affected implementation by limiting instructional consistency, reducing intervention effectiveness, and creating gaps in student support and progress monitoring.

Systems that require additional support or refinement include targeted reading intervention processes, consistent progress monitoring practices, and differentiated instructional support for struggling learners. To improve these systems, the district will need to provide ongoing professional development, strengthen campus accountability measures, increase instructional coaching support, and ensure consistent use of intervention and progress-monitoring tools across all campuses.

A key takeaway is that strong student outcomes were driven by consistent, data-informed instruction, effective teacher collaboration, targeted interventions, and a shared commitment to high expectations for all students.

3) Driving Continuous Improvement

As the district enters its second year of Bluebonnet Learning RLA implementation and third year of Bluebonnet Learning Mathematics, the focus will remain on strengthening instructional practices, refining intervention systems, and deepening student engagement. Continued attention to data-driven decision-making and high-quality Tier I instruction will support increased student achievement and progress toward district performance goals.

Through these focused efforts, the district aims to build on current successes, accelerate student growth, and increase the percentage of students performing at the Meets Grade Level standard and above.

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Adjustments to <u>District</u> Systems, Structures, or Processes

	Considerations: instructional supports, PLC expectations, coaching expectations	Timeline
Keep	Instructional Supports: TEKS aligned instruction using Bluebonnet Math and Reading, targeted small group interventions PLC Expectations: Maintain collaborative PLC structures focused on data analysis and lesson alignment Coaching Expectations: Walkthroughs and support Progress Monitoring: Formative BB Assessments, IXL, CLI/TPRI Intervention Systems: Intervention time with in Master Schedule	2026-2027 School Year Bi-weekly Walkthroughs Monthly Checkpoints for Progress Monitoring Intervention to begin 2 weeks after school begins
Start	Instructional Supports: Differentiated planning based on student data PLC Expectations: Establish clear PLC protocols for data discussions, teachers track student growth across grade levels Coaching Expectations: Increase coaching and modeling effective practices Progress Monitoring: District wide monitoring tools to ensure fidelity Intervention Systems: Standardized intervention expectations	Fall 2026 Bi-weekly PLC's with teachers 2026-2027 School Year
Stop	Instructional Supports: Isolated planning practices PLC Expectations: Meetings focused on compliance	Immediate Start of School 2026-2027

	Coaching Expectations: One time PD without ongoing support or accountability Progress Monitoring: Delayed response to student performance concerns Intervention Systems: Varying intervention practices which lead to inconsistent student support	

To strengthen monitoring, the district will revise its routines by implementing more structured progress-monitoring protocols, increasing the frequency of data reviews, and establishing clearer expectations for intervention documentation and instructional follow-through. Check ins will occur biweekly through district leadership meetings, campus walkthroughs, and PLC data-review sessions.

Additional support will engage in targeted instructional coaching, leadership support meetings, and intervention planning by campus administrators.

Fidelity of Implementation checks will occur monthly and will focus on TEKS-aligned instruction, small-group interventions, progress monitoring practices, and effective implementation of high-quality instructional materials. If data indicates limited impact by the mid-year checkpoint, the district will adjust intervention plans, provide additional professional development, increase coaching support, and reallocate instructional resources based on campus and student needs. These changes reflect a commitment to continuous improvement, equitable student support, and accountability, and are expected to result in stronger instructional consistency and increased student achievement outcomes across the district.

Approved by Board: May 21, 2026